



Graduate Council

Agenda—September 11, 2014

3:00 pm - Academic Affairs Conference RM 239

I. Consideration of the August 14, 2014 minutes

II. Public Comment

III. Reports

- a. Graduate Faculty Report
- b. Research Grants Report
- c. Policy Committee Report

IV. Old Business

V. New Business

- a. Curriculum Proposals

College of Education and Behavioral Sciences	
Consent	Delete a Course EDFN 570 Workshop/Education Contact: Tony Norman, tony.norman@wku.edu - 5-4890
Consent	Delete a Course EDFN 700 Research, Design and Dissertation Contact: Tony Norman, tony.norman@wku.edu - 5-4890
Consent	Delete a Course EDAD 688 Planning for School Improvement Contact: Tony Norman, tony.norman@wku.edu - 5-4890
Consent	Suspend a Course EDU 597 Organization and Supervision of Student Teachers Contact: Lisa Murley, lisa.murley@wku.edu – 5-8822
Consent	Suspend a Course SEC 599 Thesis Research/Writing Contact: Rebecca Stobaugh, rebecca.stobaugh@wku.edu – 5-4497
Action	Multiple Revisions to a Course EDLD 795 Advanced Topics in Educational Leadership Contact: Tony Norman, tony.norman@wku.edu – 53061
Action	Create a New Course EDLD 794 Educational Leadership Seminar Contact: Tony Norman, tony.norman@wku.edu – 53061
Action	Revise a Program 0426 Endorsement, Non-Degree Planned Sixth Yr./ Rank I Director of Special Education Contact: Gail Kirby, gail.kirby@wku.edu – 53746

Ogden College of Science and Engineering	
Action	Revise a Course PSYS 430G Psychology of Women Contact: Amy Brausch, amy.brausch@wku.edu , 54407

Potter College of Arts & Letters	
Consent	Revise Course Prerequisites/Corequisites MUS 519 Conducting Seminar Contact: Robyn Swanson, robyn.swanson@wku.edu , 55925
Action	Revise a Program 0453 Master of Music Contact: Robyn Swanson, robyn.swanson@wku.edu , 55925

University College	
Information	Revise a Group Prefix ICSR to SRSC (ten courses) Contact: Jane Olmsted; jane.olmsted@wku.edu ; x5-5787
Action	Multiple Revisions to a Course ISCR 590: Sustainability Symposium Contact: Jane Olmsted; jane.olmsted@wku.edu ; x5-5787
Action	Revise a Program 0448 M.A. in Social Responsibility & Sustainable Communities Contact: Jane Olmsted; jane.olmsted@wku.edu ; x5-5787
Action	Revise a Program 0472 Certificate: Global Pathways to Sustainability Contact: Jane Olmsted; jane.olmsted@wku.edu ; x5-5787

- b. Policy Proposals – Repeat Courses Policy reminder
- c. Ad Hoc Committee to consider Graduate Council mission, function and operations
- d. Recruiting Initiatives
 - i. CRM Presentation
 - ii. Recruiting Council
- e. E-Catalog & Curriculum Workflow RFP update
- f. Graduate Student Research Fellowships
- g. Graduate Council Retreat

VI. Announcements/Adjourn

GRADUATE FACULTY REPORT – 9/11/14

Regular

<u>Name</u>	<u>Department</u>
Brady, Susan E.	Folk Studies and Anthropology
Dobrokhotoy, Vladimir	Physics & Astronomy
Reames, Kelly	English
Snyder, Lawrence	Philosophy & Religion
Spencer, Steve	Kinesiology, Recreation & Sport
Stone, Martin J.	Agriculture
Vandermeer, Wieb	Physics & Astronomy

Adjunct

<u>Name</u>	<u>Department</u>
Brown, Patricia A.	Social Work
Guffey, Kristie	Leadership Studies
Gunter, Angela	School of Teacher Education
Heaney, Thomas	Education Administration
Kazeem, Aramide	Sociology
Ryan, Christian N.	Diversity & Community Studies
Sanders, Jason	School of Nursing
Shutt, Amy	Education Administration
Steele, Angela	Psychology

Office of the Registrar

COURSE INVENTORY FORM

Check One

- ☐ Suspend Course
☒ Delete Course
☐ Reactivate Suspended Course

1. Subject Area EDFN Course Number 570 Course Title WORKSHOP/EDUCATION
 2. Effective Term for Course Suspension, Deletion, or Reactivation (e.g. Spring 2012=201210, Fall 2012=201230) 201430
 3. Offering Unit (See Table of Code Values.) College ED Department EALR

General Instructions

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Question 3 Table of Code Values

AR Arts & Letters

99AR Interdisciplinary/Undeclared
 ART Art
 COMM Communication
 ENG English
 FLKA Folk Studies and Anthropology
 GOVT Political Science
 HIST History
 INT International Programs
 JOUR School of Journalism and Broadcasting
 MLNG Modern Languages
 MUS Music
 PHIL Philosophy and Religion
 SOCL Sociology
 THEA Theatre and Dance

BU Gordon Ford College of Business

99BU Interdisciplinary/Undeclared
 ACCT Accounting
 BA Business Administration
 CIS Computer Information Systems
 ECON Economics
 FIN Finance
 MGT Management
 MKT Marketing and Sales

ED Education & Behavioral Sciences

99ED Interdisciplinary/Undeclared
 CNSA Counseling and Student Affairs
 EALR Educational Adm., Leadership and Research
 MIL Military Science
 PSY Psychology
 TCH School of Teacher Education

EX Exploratory Studies

ACAD Academic Advising and Retention
 ND Non Degree

HH Health & Human Services

99HH Interdisciplinary/Undeclared
 ALHL Allied Health
 CD Communication Sciences and Disorders
 CFS Family and Consumer Sciences
 NURS School of Nursing
 PHY Kinesiology, Recreation, and Sport
 PUBH Public Health
 SWRK Social Work

IS University College

99IS Dean's Office
 AS Academic Support
 DCS Diversity and Community Studies
 GS Liberal Arts and Sciences
 HON Honors Academy
 PRST School of Professional Studies

SC Science & Engineering

99SC Interdisciplinary/Undeclared
 AGRI Agriculture
 AMS Architectural and Manufacturing Sciences
 BIOL Biology
 CHEM Chemistry
 CS Computer Science
 ENGR Engineering
 GEO Geography and Geology
 MATH Mathematics
 PHYA Physics and Astronomy

Office of the Registrar Use

UCC _____ University Senate _____
 Graduate Council _____ Provost _____ Banner Data _____

Office of the Registrar

COURSE INVENTORY FORM

Check One

- ☐ Suspend Course
☒ Delete Course
☐ Reactivate Suspended Course

1. Subject Area EDFN Course Number 700 Course Title Res Design and Dissertation
2. Effective Term for Course Suspension, Deletion, or Reactivation (e.g. Spring 2012=201210, Fall 2012=201230) 201430
3. Offering Unit (See Table of Code Values.) College ED Department EALR

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99AR	Interdisciplinary/Undeclared
ART	Art
COMM	Communication
ENG	English
FLKA	Folk Studies and Anthropology
GOVT	Political Science
HIST	History
INT	International Programs
JOUR	School of Journalism and Broadcasting
MLNG	Modern Languages
MUS	Music
PHIL	Philosophy and Religion
SOCL	Sociology
THEA	Theatre and Dance
BU	Gordon Ford College of Business
99BU	Interdisciplinary/Undeclared
ACCT	Accounting
BA	Business Administration
CIS	Computer Information Systems
ECON	Economics
FIN	Finance
MGT	Management
MKT	Marketing and Sales
ED	Education & Behavioral Sciences
99ED	Interdisciplinary/Undeclared
CNSA	Counseling and Student Affairs
EALR	Educational Adm., Leadership and Research
MIL	Military Science
PSY	Psychology
TCH	School of Teacher Education

EX	Exploratory Studies
ACAD	Academic Advising and Retention
ND	Non Degree
HH	Health & Human Services
99HH	Interdisciplinary/Undeclared
ALHL	Allied Health
CD	Communication Sciences and Disorders
CFS	Family and Consumer Sciences
NURS	School of Nursing
PHY	Kinesiology, Recreation, and Sport
PUBH	Public Health
SWRK	Social Work
IS	University College
99IS	Dean's Office
AS	Academic Support
DCS	Diversity and Community Studies
GS	Liberal Arts and Sciences
HON	Honors Academy
PRST	School of Professional Studies
SC	Science & Engineering
99SC	Interdisciplinary/Undeclared
AGRI	Agriculture
AMS	Architectural and Manufacturing Sciences
BIOL	Biology
CHEM	Chemistry
CS	Computer Science
ENGR	Engineering
GEO	Geography and Geology
MATH	Mathematics
PHYA	Physics and Astronomy

Office of the Registrar Use

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October 2013

Office of the Registrar

COURSE INVENTORY FORM

Check One

- ☐ Suspend Course
☒ Delete Course
☐ Reactivate Suspended Course

1. Subject Area EDAD Course Number 688 Course Title PLANNING FOR SCHOOL IMPROVEMEN

2. Effective Term for Course Suspension, Deletion, or Reactivation (e.g. Spring 2012=201210, Fall 2012=201230) 201430

3. Offering Unit (See Table of Code Values.) College ED Department EALR

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BIOL	Biology
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Office of the Registrar Use

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October 2013

Office of the Registrar

COURSE INVENTORY FORM

Check One

- ☒ Suspend Course
☐ Delete Course
☐ Reactivate Suspended Course

1. Subject Area EDU Course Number 597 Course Title GANIZATION AND SUPERVISION OF
2. Effective Term for Course Suspension, Deletion, or Reactivation (e.g. Spring 2012=201210, Fall 2012=201230) 201510
3. Offering Unit (See Table of Code Values.) College Department TCH

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October 2013

Office of the Registrar

COURSE INVENTORY FORM

Check One

- ☒ Suspend Course
☐ Delete Course
☐ Reactivate Suspended Course

1. Subject Area **SEC** Course Number **599** Course Title **THESIS RESEARCH/WRITING**

2. Effective Term for Course Suspension, Deletion, or Reactivation (e.g. Spring 2012=201210, Fall 2012=201230) **201510**

3. Offering Unit (See Table of Code Values.) College ☐ Department **TCH**

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CHEM Chemistry
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PHYA Physics and Astronomy

Office of the Registrar Use

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Graduate Council _____ Provost _____ Banner Data _____

Office of the Registrar

COURSE INVENTORY FORM

☒ Course Revisions

Note: If course revision affects subject area, course number, or course title, complete both #1 and #2, and any other proposed changes.

If course revision does not affect subject area, course number, or course title, complete #1, and any proposed changes ONLY.

1. Identification of Existing Course

Existing Subject Area	<u>EDLD</u>
Existing Course Number	<u>795</u>
Existing Course Title	<u>ADVANCED TOPICS IN EDUCATIONAL</u>

2. Identification of Proposed Course

Proposed Subject Area	<input type="text"/>
Proposed Course Number	<input type="text"/>
Proposed Official Course Title	<u>INDEPENDENT STUDY IN EDUCATIONAL LEADERSHIP</u>
Proposed Abbreviated Title	<u>IND STUDY ED LEADERSHIP</u>

Course Revisions: Check box at left and complete only those items that are being changed. Leave other items blank.

- ☒ 3. First effective term for course revision (e.g. Spring 2012=201210, Fall 2012=201230) 201510
- ☐ 4. Offering Unit (See Table of Code Values.) College Department
- ☐ 5. Credit Hours Fixed Credit Hours: Variable Credit Hours
- ☐ 6. Repeat Limit (See instructions.) Total Maximum Hours (See instructions.)
- ☒ 7. Grading (Check all that apply.)

<input type="checkbox"/> Standard Letter Grading	<input checked="" type="checkbox"/> Pass/Fail Only	<input type="checkbox"/> No Grade
<input checked="" type="checkbox"/> In Progress -- IP (course is intended to span more than one term)		
- ☐ 8. Schedule Type (See Table of Schedule Types.)
- ☐ 9. Corequisites (courses required to be taken concurrently with this course)

Subject Area	Course Number	Subject Area	Course Number	Subject Area	Course Number
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
- ☐ 10. Equivalent Courses (Include Commonwealth School courses and other equivalent courses.)

Subject Area	Course Number	Subject Area	Course Number	Subject Area	Course Number
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
- ☐ 11. Prerequisites (See instructions.)

Subject Area	Course Number	Subject Area	Course Number	Subject Area	Course Number
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

☐ Other
- ☐ 12. Course Attribute ☐ Honors Course ☐ Developmental Course
- ☐ 13. Course Restrictions ☐ Include ☐ Exclude College College Major Major Classification
- ☒ 14. Course Description (Indicate exactly as it should appear in the University Catalog. Include pertinent special information, e.g., course fees, pass/fail grading, field trips, transportation requirements, etc.)

Individualized independent study in educational leadership. Prior to course registration, students must receive program advisor/dissertation chair and EdD Educational Leadership program director approval. May be repeated for credit, but no more than six hours may be applied toward the EdD Educational Leadership program.

15. Approvals:

Department Head

Antony D. Norman

Date

5-2-2014

Undergraduate Curriculum Committee

University Senate

Graduate Council

July 2011

Office of the Registrar Use			
CIP	<input type="text"/>	<input type="text"/>	<input type="text"/>
Banner Data	<input type="text"/>		
Course Description	<input type="text"/>		
Evaluate	<input type="text"/>		

EDLD 795: Independent Study in Educational Leadership

**Instructor: TBD
(Office Hours: TBD)**

Course Description:

This is an individualized independent study in educational leadership. Prior to course registration, students must receive program advisor and EdD Educational Leadership program director approval. This course may be repeated for credit, but no more than six hours may be applied toward the EdD Educational Leadership program.

Prerequisites: Admission to EdD program and permission of the program director

COURSE MEETING SCHEDULE: SPRING 2015

Although the frequency and duration of meetings are negotiable, the supporting faculty member and EdD student should agree on a schedule of regular meetings in order to monitor and report on progress related to independent study objectives.

COURSE LOCATION: TBD

Textbooks and Readings:

Based on the independent study topic and course objectives, the supporting faculty may require specific readings and/or negotiate with the student about topics to be explored.

****Note: At the discretion of the faculty, additional texts or other reading assignments may be added in order to achieve course objectives or enhance the student's learning experience.***

Course Objectives: Upon completing this course, the student will be able to:

1. Describe growth in knowledge and understanding in the topic area.
2. Provide resources accumulated and/or reviewed related to the topic area.
3. Provide a product (in varying formats as negotiated with faculty) that demonstrates growth in knowledge and understanding related the topic area.

Description of Course Assignments:

Course assignments will vary based on the faculty/student negotiated objectives. However, at a minimum, the student must be required to submit evidence and products reflective of the course objectives.

Journal Notebook:

Although not a course requirement, each student is strongly encouraged to use a journal notebook to record one's progress, monitor hours dedicated to the independent study, and record key concepts, definitions, and processes based on the study, as well insights and lessons learned through assignments

completed during the semester. A journal allows each student to capture thoughts (and emotions) as one grows in the area of study. It is also a great avenue for capturing "rough ideas" and plans for future reading and professional development that can be processed more fully after the independent study is completed.

Course Grading and Evaluation:

Grading of course assignments will vary based on the faculty/student negotiated objectives. However, at a minimum, the student must be required to submit evidence and products reflective of the course objectives. Faculty should use this evidence to recommend a grade to the EdD program director.

Important Note: This course is designated as Pass/Fail. In order to receive a grade of Pass, the student should demonstrate at least an 80% level of success on negotiated assignments.

Students Disabilities Services: In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in the Downing University Center (270-745-5004).

Statement of Diversity: The EdD program and associated faculty believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this course will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Plagiarism: Plagiarism is a serious offense. The academic work of a student is expected to be his/her own effort. Students must give the author(s) credit for any source material used. To represent ideas or interpretations taken from another source as one's own is plagiarism. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Students who commit any act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

Bibliography

Provided by the faculty member supporting the student's independent study.

Office of the Registrar

COURSE INVENTORY FORM

Check One ☒ Create New Course
☐ Temporary Course Offering

1. Has this course previously been offered on a temporary basis? ☐ Yes ☒ No If yes, indicate the term offered
2. Subject Area EDLD Course Number 794 Course Title (as it should appear on the transcript; maximum of 30 letters & spaces) EDUCATIONAL LEADERSHIP SEMINAR
3. Term for Implementation (e.g., Spring 2012-201210, Fall 2012-201230) 201510
4. Official Course Title EDUCATIONAL LEADERSHIP SEMINAR
5. Offering Unit (See Table of Code Values.) College ED Department EDLD
6. Credit Hours Fixed Credit Hours: 3.00 Variable Credit Hours
7. Repeat Limit (See instructions.) Total Maximum Hours (See instructions.)
8. Grading (Check all that apply.) ☐ Standard Letter Grading ☒ Pass/Fail Only ☐ No Grade
☒ In Progress - IP (Course is intended to span more than one term.)
9. Schedule Type (See Table of Schedule Types.) ☒ ☐ ☐
10. Corequisites (courses required to be taken concurrently with this course)

Subject Area	Course Number	Subject Area	Course Number	Subject Area	Course Number
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
11. Equivalent Courses (Include South Campus [C suffix] courses and other equivalent courses.)

Subject Area	Course Number	Subject Area	Course Number	Subject Area	Course Number
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
12. Prerequisites (See instructions.)

Subject Area	Course Number	Subject Area	Course Number	Subject Area	Course Number
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
13. Course Attribute ☐ Other Admission to EdD program or permission of Director of Educational Leadership Doctoral Program
☐ Honors Course ☐ Developmental Course
14. Course Restrictions ☐ Include/ ☐ Exclude College College Major Major Classification
15. Course Description (Indicate exactly as it should appear in the University Catalog. Include pertinent special information, e.g., course fees, pass/fail grading, field trips, transportation requirements, etc.)
Seminar in topics and current trends related to educational leadership. Seminars that represent different topics may be repeated for credit with advisor permission.
16. Approvals for Temporary Course Only: Department Head *Antony D. James* Date 5-2-2014
College Dean _____ Date _____
Graduate Dean _____ Date _____
Provost Office _____ Date _____

Office of the Registrar Use

UCC _____ University Senate _____ CIP _____ Course Desc _____
Graduate Council _____ Provost _____ Banner Data _____ Evaluate _____

**EDLD 794: Educational Leadership Seminar
Negotiation and Conflict Management: Leadership Essentials**

**Instructor: Tony Norman
(Office Hours: M-F, 9am-3pm)**

Seminar Description:

The purpose of this seminar is to help participants understand and practice effective theories and strategies of negotiation and conflict management in a variety of education-related settings. Difficult situations and conflict are an ever-present component of any decision-making environment and the ability to negotiate effectively and manage conflict is an essential leadership skill. Participants will acquire the ability to critically analyze conflict situations, understand stakeholder positions, and develop appropriate strategies for resolution through principled negotiation. Exercises will emphasize a variety of educational organizational settings and situations, but the skills may be applicable anywhere conflict occurs.

The seminar uses a variety of instructional methods including presentation, experiential exercises, role play, critical incident debriefing, assessment instruments, videotaped presentations, case studies, and teaching-learning groups. Advance preparation for each seminar meeting is critical for everyone's optimal learning experience as one person's lack of preparation is likely to adversely affect the interaction possibilities for other seminar participants.

Prerequisites: Admission to EdD program or permission of the program director

SEMINAR MEETING SCHEDULE: WINTER TERM 2015

January 9-10, Friday 5:00-9:00 & Saturday 8:00-4:30

January 16-17, Friday 5:00-9:00 & Saturday 8:00-4:30

January 23-24, Friday 5:00-9:00 & Saturday 8:00-4:30

SEMINAR LOCATION: Main Meeting Room – GRH 2009; Additional Meeting Space as Needed – GRH 2005, 2006, & 2008.

Textbooks:

Required

Fisher, R., & Shapiro, D. (2005). *Beyond reason: Using emotions as you negotiate*. London: Penguin.

Fisher, R., Ury, W., & Patton, B. (2011). *Getting to yes: Negotiating agreement without giving in* (Revised edition). London: Penguin.

Ury, W. (1993). *Getting past no: Negotiating your way from confrontation to cooperation*. New York: Bantam Books.

Recommended

Fisher, R. & Brown, S. (1989). *Getting together: Building relationships as we negotiate*. New York: Penguin Books.

Harvard Business School Press. (2003). *Negotiation: Harvard business essentials*. Boston, MA: Author.

Stone, D., Patton, B., & Heen, S. (2010). *Difficult conversations: How to discuss what matters most* (10th-anniversary edition). London: Penguin.

***Note:** At the discretion of the instructor, additional texts or other reading assignments may be added in order to achieve seminar objectives or enhance students' learning experiences.

Seminar Objectives: Upon completing this seminar students will be able to:

1. Recognize the pervasiveness (and potential pitfalls) of negotiation in leadership and in life.
2. Recognize one's own and other's negotiation styles, underlying assumptions behind each style, and potential positive and negative consequences associated with each style.
3. Articulate types of negotiation, key concepts for starting a negotiation, and steps in the preparation process.
4. Articulate and utilize the Harvard Negotiation Program's fundamental framework (*Seven Elements of Negotiation*) and other negotiation tools and strategies to analyze and discuss case studies.
5. Use the *Seven Elements* and other negotiation tools and strategies to prepare for, participate in, and review outcomes of simulated negotiation scenarios.
6. Describe the nature of and remedies for structural problems and mental errors that separate willing parties from negotiated agreements.
7. Recognize 'emotions' as an asset and/or inhibitor in negotiations and develop appropriate ways of addressing them.
8. Demonstrate awareness of ethical and value considerations of negotiated settlements.
9. Use new skills to discuss and analyze personal past and/or present negotiation situations toward achieving better outcomes in future negotiation opportunities.

Description of Seminar Format: The overall approach/methodology for the seminar will entail:

- Assigning of relevant readings prior to each meeting.
- Providing opportunities for students to be engaged and negotiating at some level from the very first day of the seminar—and enjoying the challenges and 'fun' of negotiation.
- Extensive practice for students in the 'doing' of negotiations—working from specific development of skills with some sequencing to engaging holistically in negotiation cases.
- Using engaged pedagogy that includes activities such as situational vignettes, problem solving, analysis, role simulations, use of video clips and tapes, and mini-lectures.
- Case studies that will be assigned on Blackboard. (Note: These will be posted to Blackboard after both the first and second weekend seminar meetings.)

Description of Seminar Assignments:

As future educational leaders and doctoral students, you will continually be expected to express your ideas logically, both orally and in writing. Unless instructed otherwise, written materials should be typed or word-processed; all materials should be proofed for accuracy. APA style will be used for all papers and written assignments unless otherwise indicated. Oral presentations should be clear and grammatically correct.

Due dates are firm unless changed by the instructor. *Unless the instructor indicates otherwise, all assignments should be posted to Blackboard seminar site on or before the due dates provided.* Below is a brief explanation of each seminar assignment:

1. **Textbook Learning Assignments (TLA):** Complete the learning assignments provided on Blackboard for each required textbook in preparation for seminar discussions. Submit these based on the assignment due date. Be prepared to ask and answer questions during seminar meetings related to the learning assignments. Anticipate 'spot' quizzes during seminar meetings relative to key concepts/content from the assignments.
2. **Negotiation Case Studies:** Several negotiation case studies will be assigned during seminar meetings for analysis, knowledge and skill development, as well as reflection. Individuals or groups of students will be assigned roles/positions for these case studies. For each case study posted on Blackboard, read and analyze the situation based on your assigned role and negotiation skills and topics discussed in the seminar. Be prepared on the assignment due date to work alone or with partners to achieve successful negotiation outcomes.
3. **Personal Negotiation Case Study Assignment:** The culminating assignment/assessment for the seminar will be your development of a negotiation case study based on your own personal history and/or experiences. The subject of the case study must be related to an education and or/educational leadership setting/issue/incident/situation. A template/framework will be provided during the seminar to guide your writing. Be prepared to discuss your progress on this assignment during seminar meetings. *Please note: Although I expect your case study to be based on a real situation, it may be used for future seminars or workshops; thus you should write in such a way to protect your identity, as well as the identity of others.* Submit this case study based on the assignment due date.
4. **Small Group Discussion Board:** You will be assigned to small group in Blackboard to discuss and reflect on what you are learning from readings, assignments, and seminar discussions. Be prepared to enter and post substantive comments within the timeframes listed on the assignment schedule.
5. **Participation:** All students are expected to attend each face-to-face seminar session and actively participate in seminar meetings and assigned Blackboard activities.

Assignment Schedule (In Brief): A more comprehensive assignment and seminar schedule will be provided the first day of the seminar.

Assignments	Due Date & Time
<ul style="list-style-type: none"> • Read <i>Getting to Yes</i> • Complete TLA 1 • Post to Small Group Discussion Board 	January 9, 2015 Noon
<ul style="list-style-type: none"> • Read <i>Getting Past No</i> • Complete TLA 2 • Read Negotiation Case Studies in preparation for seminar activities • Post to Small Group Discussion Board 	January 16, 2015 Noon
<ul style="list-style-type: none"> • Read <i>Beyond Reason: Using Emotions as You Negotiate</i> • Complete TLA 3 • Read Negotiation Case Studies in preparation for seminar activities • Post to Small Group Discussion Board 	January 23, 2015 Noon
<ul style="list-style-type: none"> • Personal Negotiation Case Study 	TBD

Journal Notebook:

Although I am not requiring that students do so, I strongly encourage you to use a journal notebook to record key negotiation concepts, definitions, and processes based on your reading, as well insights and lessons learned through assignments and exercises completed during and outside of the seminar. My own experience attending similar negotiation trainings and workshop has been that too many great ideas and "aha moments" occur in a very short timeframe to be able to hold them all in memory. A journal allows students to capture thoughts (and emotions) as they grow in their negotiation knowledge and skill. It is also a great avenue for capturing "rough ideas" and plans for future reading and professional development that can be processed more fully after this seminar is completed.

Seminar Grading and Evaluation:

Participation in seminar discussions and other assigned activities will be evaluated on attentiveness, evidence that assigned material was read, regularity of participation, and appropriateness of contributions. Assignments will be evaluated based on satisfying the requirement as assigned and the quality of the presented and written work. The following represents the point distribution for each assignment:

Textbook Learning Assignments	125 points
Negotiation Case Studies	125 points
Personal Negotiation Case Study	150 points
Small Group Discussion Board	50 points
Participation	150 points
TOTAL	600 points

Important Note: This course is designated as Pass/Fail. In order to receive a grade of Pass, students must successfully accumulate at least 480 (80%) of the points possible.

Attendance and Participation: Regular seminar preparation and participation are important. You are expected to have read all assignments prior to seminar meetings and to be prepared to participate in discussion or other activities. As doctoral students, you are expected to identify, obtain, and read relevant literature and information beyond what is assigned. You should be able and willing to share information and ideas; therefore, regular and productive participation is essential for your and others' success. The limited number of seminar meetings makes attendance at all meetings essential. Anticipated absences for all or part of any the seminar should be discussed with the instructor ***prior to continuing in this seminar*** to determine if you can reasonably meet seminar expectations. If circumstances do not permit prior notice, contact the instructor immediately after the absence to determine your ability to complete the seminar successfully.

Students Disabilities Services: In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this seminar must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in the Downing University Center (270-745-5004).

Statement of Diversity: The EdD program and associated faculty believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse

populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this course will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Plagiarism: Plagiarism is a serious offense. The academic work of a student is expected to be his/her own effort. Students must give the author(s) credit for any source material used. To represent ideas or interpretations taken from another source as one's own is plagiarism. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Students who commit any act of academic dishonesty will receive a failing grade for the seminar and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

Seminar Schedule: To be provided the first day of the seminar.

Bibliography

- Brinkman, R., & Kirschner, R. (2006). *Dealing with difficult people: 24 lessons for bringing out the best in everyone*. New York: McGraw-Hill.
- Fisher, R., & Brown, S. (1988). *Getting together: Building relationships as we negotiate*. London: Penguin.
- Lax, D. A., & Sebenius, J. K. (2006). *3D negotiation: Powerful tools to change the game in your most important deals*. Boston: Harvard Business School Press.
- Shell, G. R. (2006). *Bargaining for advantage: Negotiation strategies for reasonable people*. London: Penguin.
- Tannen, D. (1986). *That's not what I meant: How conversational style makes or breaks relationships*. New York: Harper.
- Ury, W. (2007). *The power of a positive no: How to say no and still get to yes*. New York: Bantam.

Proposal Date: May 7, 2014

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise A Program
(Action Item)**

Contact Person: Gail Kirby, gail.kirby@wku.edu, 5-3746

1. Identification of program:

- 1.1 Current program reference number: #0426
- 1.2 Current program title: Endorsement: Non-Degree Planned Sixth-Year/Rank I: Director of Special Education
- 1.3 Credit hours: 30

2. Identification of the proposed program changes:

- Addition to Admission Requirements: Letter of Application and current resume/vita with goals and verification of 3 years experience in a certified position as either a special education teacher or a school psychologist with exceptional children to admission requirements.
- Deleted admission requirement #3.
- Revision of program prerequisites to allow more flexibility for the diverse backgrounds of applicants of this program.
- Reorganization of non-core requirement listings to allow clarification and additional flexibility.
- Addition of graduate level community/culture/diversity course.
- Addition of graduate level Behavior focused course

3. Detailed program description:

CURRENT PROGRAM Non-Degree Planned Sixth-Year/Rank I : Director of Special Education Ref. 0426	PROPOSED PROGRAM Non-Degree Planned Sixth-Year/Rank I : Director of Special Education Ref. 0426
The most current program information (e.g., admission requirements, required curriculum, etc.) may be found at www.wku.edu/ste	The most current program information (e.g., admission requirements, required curriculum, etc.) may be found at www.wku.edu/ste
ADMISSION REQUIREMENTS: 1. Has submitted an application to the Graduate School, including a copy of current, valid teaching certificate for exceptional children or school psychologist.	ADMISSION REQUIREMENTS: 1. Submit an application to the Graduate School, including a copy of current, valid teaching certificate for exceptional children or school psychologist. 2. Submit documentation of a master's

<ol style="list-style-type: none"> 2. Has a master's degree from an accredited institution. 3. Has been recommended for admission by the Special Education Graduate Admission Committee. 4. Has completed three years full-time appropriate teaching experience with exceptional children or as a school-psychologist. 5. Has a 3.2 GPA or above on all graduate work. 	<ol style="list-style-type: none"> degree from an accredited institution. 3. Submit a current vita/resume and letter of application indicating goals, and a statement verifying that he/she has completed at least 3 years of full-time appropriate teaching experience with exceptional children or as a school psychologist. 4. Submit documentation of three years full-time appropriate teaching experience with exceptional children or as a school-psychologist. 5. Submit documentation of a 3.2 GPA or above on all graduate course work.
<p>PROGRAM REQUIREMENTS LEVEL I <u>Prerequisite Courses</u> EDFN 500 Research Methods</p> <p>Three Hours from the following: SPED 330 Introduction to Exceptional Education SPED 516 The Exceptional Child</p> <p>Three Hours from the following: SPED 518 Seminar: Contemporary Issues in Special Education SPED 510 Seminar: Speech Pathology CNS 663: Counseling the Exceptional Child and Parent</p> <p>Three Hours from the following: ELED 503 Organization of the Elementary School Curriculum SEC 580 The Curriculum MGE 571 Middle School Curriculum EDAD 683 Seminar in Curriculum Development</p> <p>Three Hours from the following: SPED 533 Seminar: Curriculum for Learning and Behavior Disorders SPED 535 Seminar: Curriculum for Moderate and Severe Disabilities OR an advisor selected substitute</p>	<p>PROGRAM REQUIREMENTS LEVEL I <u>Prerequisite Courses</u> Graduate level Research Methods course completed within the past 10 years.</p> <p>Introductory Special Education Course completed within the past ten years</p> <p>Completion of 6 hours of Graduate Level Curriculum Course from the following: SEC 580 The Curriculum (3 hrs.) ELED 503 Organization of the Elementary School Curriculum (3 hrs.) MGE 571 The Middle School Curriculum (3hrs.) EDAD 683 Seminar in Curriculum Development (3 hrs.) OR Advisor approved Curriculum Course (3 hrs.)</p>

Required Courses:

EDAD 585 Fundamentals of School
Administration

EDAD 677 School Law

EDAD/SPED 620 Seminar in the Administration of
Special Education

EDAD/SPED 625 Practicum in the Administration
of Special Education

EDAD/SPED 630 Special Education Law and
Finance

NOTE: Filing a TC-1 requesting Rank I requires completion of a minimum of 60 semester hours of graduate credit including the master's degree. Within these total hours, the student must complete the required professional courses as outlined in a planned program designed to provide the student with appropriate administrative competencies and courses required for certification.

Required Courses: 15 hours

EDAD 585 Fundamentals of School
Administration (3 hrs.)

EDAD 677 School Law (3 hrs.)

SPED/EDAD 620 Seminar in the Administration of
Special Education (3 hrs.)

SPED/EDAD 625 Practicum in Administration of
Special (3 hrs.)

SPED/EDAD 630 Special Education Law and
Finance (3 hrs.)

NOTE: Filing a TC-1 requesting Rank I requires completion of a minimum of 60 semester hours of graduate credit including the master's degree. Within these total hours, the student must complete the required professional courses as outlined in a planned program designed to provide the student with appropriate administrative competencies and courses required for certification. Students must be admitted to the program and have a program of study on file with teacher certification to be eligible for a recommendation of certification.

3 HOURS OF GRADUATE LEVEL SPED

**CURRICULUM COURSE – students may not
use course used as pre-requisite:**

SPED 533 – Curriculum for Learning and Behavior
(3 hrs.)

SPED 535 Curriculum for Moderate and Severe
Disabilities (3 hrs.)

SPED 615 Instructional Strategies and Design for
Students with ASD (3 hrs.)

OR OTHER SPED CURRICULUM COURSE

APPROVED BY ADVISOR (3 hrs.)

**3 HOURS OF GRADUATE LEVEL GENERAL
EDUCATION CURRICULUM COURSE AT**

**ELEMENTARY LEVEL - students may not use
course used as pre-requisite:**

ELED 503 Organization of the Elementary School
(3 hrs)

**OR OTHER GRADUATE LEVEL GENERAL ED
CURRICULUM COURSE AT ELEMENTARY
LEVEL APPROVED BY ADVISOR**

3 HOURS GRADUATE LEVEL GENERAL ED

<p>Level II – Certification Program Course Work – 6 Hours</p> <p>Required Courses</p> <p>EDAD 598 Field Based Experience in Education Administration & Supervision (Special Education)</p> <p>EDAD 686 Principles of Supervision</p>	<p>CURRICULUM COURSE AT SECONDARY LEVEL - students may not use course used as pre-requisite:</p> <p>SEC 580 The Curriculum (3 hrs) MGE 571 The Middle School Curriculum (3 hrs) OR OTHER GRADUATE LEVEL GENERAL ED CURRICULUM COURSE AT SECONDARY LEVEL APPROVED BY ADVISOR</p> <p>3 HOURS COMMUNITY/CULTURE/DIVERSITY COURSE - students may not use course used as pre-requisite: EDAD 682 – School Community Relations (3 hrs) SPED 532 Families, Professionals, and Exceptionalities (3 hrs) OR OTHER GRADUATE COMMUNITY/CULTURE/DIVERSITY COURSE APPROVED BY ADVISOR</p> <p>3 HOURS OF GRADUATE LEVEL BEHAVIOR/APPLIED BEHAVIOR ANALYSIS COURSE - students may not use course used as pre-requisite: SPED 518 Seminar: Contemporary Issues (3hrs) SPED 618 Social Skills Instruction and Behavioral Programming for Students with ASD (3 hrs) PSY 519 Psychological Perspectives on Classroom Behavior (3hrs) PSY 540 Behavior Problems of Childhood and Adolescence (3 hrs) OR OTHER BEHAVIOR FOCUSED COURSE APPROVED BY ADVISOR</p> <p>TOTAL HOURS = 30</p> <p>LEVEL II REQUIRES ALL LEVEL I COURSE WORK IN ADDITION TO 6 HOURS BELOW: <i>Required Courses – 6 HOURS</i> EDAD 598 Field Based Experience in Education Administration & Supervision (Special Education) (3 hrs) EDAD 686 Principles of Supervision (3 hrs)</p>
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4. Rationale for the proposed program change:

- Current admission requirements do not require students to document years of experience, which is required by the KY EPSB as a prerequisite to entering the Director of Special Education program. Advisors currently must contact student to verify their years of experience and this slows down the admission process.
- The addition of the letter of application and current resume/vita will replace the admission requirement to be recommended by a committee, therefore streamlining the admission process.
- Rather than listing specific courses required for the prerequisites, the proposed changes describe the type of course needed so students from various backgrounds will be able to choose courses that fit in to broad categories as opposed to specific courses.
- In the current program, some courses are listed as being a pre-requisite *and* as a core requirement. Rearranging the requirements allows for more clarity and flexibility for prospective students.
- Special Education Directors must possess skills to work with community partners and families from diverse backgrounds and the current program does not include a course to address this need.
- Special Education Directors must consult with School Psychologists, Teachers, and Administrators and must possess skills in applied behavior analysis and behavior management strategies and the current program does not include a course to address this need.

5. Proposed term for implementation and special provisions (if applicable): Spring 2015

6. Dates of prior committee approvals:

School of Teacher Education

May 14, 2014

CEBS College Curriculum Committee

August 5, 2014

Professional Education Council (if applicable)

August 13, 2014

Graduate Council

University Senate

Office of the Registrar

COURSE INVENTORY FORM

☒ Course Revisions

Note: If course revision affects subject area, course number, or course title, complete both #1 and #2, and any other proposed changes.

If course revision does not affect subject area, course number, or course title, complete #1, and any proposed changes ONLY.

1. **Identification of Existing Course**

Existing Subject Area PSYS

Existing Course Number 430G

Existing Course Title PSYCHOLOGY OF WOMEN

2. **Identification of Proposed Course**

Proposed Subject Area PSYS

Proposed Course Number 453G

Proposed Official Course Title PSYCHOLOGY OF WOMEN

Proposed Abbreviated Title PSYCHOLOGY OF WOMEN

3. **First effective term for course revision (e.g. Spring 2012=201210, Fall 2012=201230)** 201510

4. **Offering Unit (See Table of Code Values.)**

College SC Department PSYS

Course Revisions: Check box at left and complete only those items that are being changed. Leave other items blank.

- ☐ 5. **Credit Hours** Fixed Credit Hours: Variable Credit Hours ☐
- ☐ 6. **Repeat Limit (See instructions.)** **Total Maximum Hours (See instructions.)**
- ☐ 7. **Grading (Check all that apply.)**

☐ Standard Letter Grading

☐ Pass/Fail Only

☐ No Grade

☐ In Progress – IP (course is intended to span more than one term)
- ☐ 8. **Schedule Type (See Table of Schedule Types.)**

☐

☐

☐
- ☐ 9. **Corequisites (courses required to be taken concurrently with this course)**

Subject Area	Course Number	Subject Area	Course Number	Subject Area	Course Number
					
- ☐ 10. **Equivalent Courses (Include South Campus [C suffix] courses and other equivalent courses.)**

Subject Area	Course Number	Subject Area	Course Number	Subject Area	Course Number
					
- ☐ 11. **Prerequisites (See instructions.)**

Subject Area	Course Number	Subject Area	Course Number	Subject Area	Course Number
					

☐ Other
- ☐ 12. **Course Attribute**

☐ Honors Course

☐ Developmental Course
- ☐ 13. **Course Restrictions**

☐ Include/ ☐ Exclude

College ☐

College ☐

Major ☐

Major ☐

Classification ☐
- ☐ 14. **Course Description (Indicate exactly as it should appear in the University Catalog. Include pertinent special information, e.g., course fees, pass/fail grading, field trips, transportation requirements, etc.)**

Office of the Registrar Use

UCC _____	University Senate _____	CIP _____	Course Desc _____
Graduate Council _____	Provost _____	Banner Data _____	Evaluate _____

**PSYS 453/453G – Psychology of Women – Fall 2014**

Class times: Web Course

Location: Web Course

Professor: Dr. Amy Brausch E-mail: amy.brausch@wku.edu Phone: 270-745-4407

Office Hours (GRH 3029): MW 8:30-9:30am, M 11-12, by appointment, or e-mail

REQUIRED MATERIALS**1. Textbooks**

- a. *Women and Gender; Making a Difference*, 4th Edition, by Janice Yoder.
Cornwall-on-Hudson, NY: Sloan Publishing.
- b. *Reviving Ophelia*, by Mary Pipher.

2. **Computer and Internet access** (high speed recommended); your web browser should be within 1-2 years of the current browser (common web browsers are Internet Explorer or Netscape. Typically one of these is loaded on home computers. Blackboard works very well with Firefox. You can download this browser free for both WIN and Mac from the Blackboard homepage. Once you are logged into Blackboard, see the box that says Web Browser recommendations.) If you are using a dial up modem, then you will probably experience problems to the point of losing connection during an exam.

COURSE PREREQUISITES

Completion of six hours of PSY/PSYS courses including PSY/PSYS 100 and junior standing.

COURSE DESCRIPTION

From the WKU Course Catalog: "Scientific study of the behavior and mental processes of girls and women. Topics include gender differences and similarities, inclusion of females in psychological research, psychological development of girls and women, sexuality, and mental health issues."

COURSE OBJECTIVES

This course is designed to study an area of psychology that may be overlooked in other courses. The psychology of women cuts across several other areas of focus in psychology, including areas such as developmental, clinical, educational, social, cross-cultural, and physiological. Historically, psychology was a field dominated by men who mainly used males as research subjects. Much like in the field of medicine, psychologists then attempted to generalize findings of studies to both males and females, which at times have not served females well at all. Just as we now know that medical issues like heart attacks affect women differently than men, in recent decades there has been a greater push toward understanding girls and women in their own context. The main objective of this course is to learn and study the concept of gender and the issues that females face throughout the lifespan. Additionally, you are encouraged to learn and utilize critical thinking skills as we read and evaluate different theories of gender and female processes.

PURPOSE OF THE SYLLABUS

This syllabus outlines the schedule that we will use to cover the major topics of the course. It includes a list of specific dates for quizzes, activities, and discussion posts. The schedule also lists the required reading for the course. It also includes the distribution of points that will make up your grade in this course. If you have a question about the course, *please check the syllabus*

first. You will likely find the answer; if not, contact me. **You are responsible for checking the course website on Blackboard and your e-mail on a daily basis for any posted announcements.**

Disclaimer: Please note that this syllabus is a general plan for the course and the professor reserves the right to deviate from this plan, if necessary, during the Fall 2014 term.

COURSE POLICIES

Motivation for an On-line Course

Success in this course will be related to your level of commitment and time management. Many students think that an on-line class will be easier than a face-to-face course. However, on-line courses require students to be even more responsible for learning the material. There are no class lectures to sit through with hopes that you will “just learn” the material by listening to the professor. This course will require you to read the assigned chapters by specific dates in order to not fall behind. You will also need to structure your time so that you can complete quizzes, assignments, and discussion board posts in a timely manner.

Academic Honesty

Cheating, plagiarism, and other forms of academic misconduct will not be tolerated. Academic misconduct will result in failure of an assignment, or in some cases, failure of the course, and appropriate disciplinary action, according to university guidelines. The following are not permitted: taking quizzes for another student, passing off someone else's work as your own, buying or selling assignments, or plagiarizing other people's work (including the textbooks).

Academic dishonesty tends to occur when students are having a rough semester and feel they need to resort to desperate measures to pass a class. If you find yourself in this situation, please come speak with me about your situation. You can also contact the WKU Academic Advising and Retention Center. They can assist in notifying your professors about a difficult situation, such as a death in the family or medical issue. The center is in Downing University Center, Room A330, phone: 745-5065.

Respect in the On-line Classroom

Respect for fellow students and the instructor is expected and is very important. This class may stir up strong emotions and opinions about certain topics. When posting on the discussion board, students are expected to use appropriate, respectful language. We may disagree with each other, and that's OK. It is not OK, however, to resort to name-calling or using other negative language. There is a general tendency for people to be more uninhibited when posting comments on-line because they feel a sense of anonymity. If you are unsure if a comment will be offensive, imagine yourself saying it out loud in class before posting.

COURSE REQUIREMENTS

Quizzes

There will be 12 quizzes that will be administered on-line through the course Blackboard page. These quizzes are meant to assess basic content knowledge as you read from the Yoder textbook. Quizzes will consist of multiple choice and true/false items and due dates are listed on the course calendar. Quizzes are open-book, but also have a time limit so advance reading is recommended. Quizzes will generally be posted a few days in advance and are open until 11:59pm on the day

they are due. *If technology fails during a quiz and you are not able to finish, you must notify me by 10pm the day it is due so I can re-set it for you. Make-up quizzes will not be offered.*

Discussion Board Posts

Students will be required to post to discussion boards to facilitate participation in the on-line course format. Directions for these posts will be on the course Blackboard site in the "Content" section. Basically, for each day that a post is due, you will provide a paragraph for a key term assigned to you, as well as feedback to one other student's post. You will earn up to 3 points for your own post and 2 points for the feedback given. You will be responsible for making 12 total posts (5 points each) during the semester to earn a possible 60 points for Discussion Board Posts. I will post assigned terms for students for each discussion post. **Please see the course Blackboard page for more detailed instructions.**

Applied activity project/paper

In order to provide an opportunity to apply your learning in the course to "real-life" situations, you will be required to choose two of the applied activity projects listed. You may choose according to your own personal interests. After you carry out the projects following the guidelines, you will write a report of 4-5 page double-spaced pages describing what you did and what you learned. The papers **MUST** include application from the course textbooks. These are each worth 30 points. **These assignments will be will e-mailed to me directly as attachments.**

Choose Two of the Following Assignments:

1. *Toy Store Field Trip* – Take a trip to a local toy store or toy section of a large store (Target, Wal-Mart, etc). Observe the different toy aisles and how certain toys are presented and/or marketed. Are there clear boys' and girls' sections? How can you tell which one is which? Does this change with age of the child? Find two specific examples of gender stereotyped toys and describe them. Can you find any non-stereotyped toys? If a salesperson is available, what do they suggest for gender-appropriate gifts? For example, you may ask them "What would you recommend for a 6-year-old boy (or 9-year-old girl, or whatever)?" If you are able to take a child with you, what is his or her perspective? When applying information from the texts, you will likely use material from Yoder Chapter 4.
2. *Life Interview* – After reading Chapter 5 of the Yoder text, make a list of questions that you would like to ask an older woman. You will then interview one older woman, such as your mother, grandmother, neighbor, etc. Try to find someone at least 20 years older than you, at least over the age of 40. Your paper will provide details about the interview including how long it lasted, which questions you asked, and why you chose those questions. The second part of the paper should include a summary of the woman's life experiences and if they seem to fit with the patterns described in the chapter, or if they seem to differ. As stated in the chapter, some women project a course for their life when they are adolescents or young adults. Did this woman follow her own projection? Did it change? What events occurred that either kept her on the projected path or changed its course?
3. *Gender Representation in the Workplace* – Chapter 9 of the Yoder text describes segregation by gender in the workplace in many settings. We would hope that academic institutions would be more gender-fair and integrated. For this assignment, you will do a systematic review of the representation of sexes in different areas at WKU. For example, review the faculty listings for several different academic departments at WKU (e.g.,

Psychology, Philosophy, Chemistry, Business, Nursing, Teacher Education) and observe how many men and women are in each department. How many department heads are men or women? How many office assistants are men or women? You can also examine the administration (the President, the Provost, Deans of each college). Collect a good amount of data on different areas and then summarize your findings. What does your data suggest about gender segregation at WKU?

Reviving Ophelia Paper

Chapters from *Reviving Ophelia*, by Mary Pipher, are assigned throughout the course as they correspond to chapters from the Yoder text. At the end of the course, you will turn in an assignment that completes the following activities for the chapters that were assigned. You are also welcome to read additional chapters and use those in addition to the assigned chapters if you choose.

You must complete ALL of these:

- a. Select at least 5 *key quotes or passages* from the book that you feel make an important point or convey a message. (You may find it helpful to highlight passages as you read the book, rather than selecting passages after you read the entire book.) List the quote or passage, and give the page number. For example,

"Often what hurts in the short term is ultimately rewarding, while what feels good in the short term is ultimately punishing. This concept is hard for adolescents to grasp, but important for their growth into adulthood." (p. 157)

- b. Write a *personal reaction* (about 250 words) to the book. What did the book mean to you? What did you learn from the book as a person? What did you learn as a future educator, health professional, clinician, etc.?

- c. Describe in writing at least 5 *suggested solutions or actions* educators and community health professionals can take to reduce the risk factors for adolescent females that were identified in the book. Chapter 15 contains some useful ideas. For example:

"Involve adolescent girls in activities outside their own lives, such as helping others by volunteering in soup kitchens, nursing homes, and shelters for the homeless."

Additional Readings/Video Clips

For some chapters I may post or sent a brief article or video clip that is relevant to that week's material. You may be asked to comment about it on a Discussion Board or write a response to me with your thoughts.

Graduate Student Paper

If you are taking this course for graduate credit, you will complete an additional assignment. I would like for you to write a 4-6 page paper that reflects on what you have learned in this course and how you may apply it to your current jobs, future education/career endeavors, interactions with others in daily life, etc. The paper must incorporate material from the course textbooks and apply it to your current work and/or course of study. This paper will be due on the last day of class. It can be e-mailed to me as an attachment.

USING BLACKBOARD

This class will be presented through “Blackboard,” which is the name of the website you will use to access materials, turn in assignments, participate in discussions, and take quizzes. To access Blackboard:

- 1) Go to www.wku.edu
- 2) On the top of the page you will see a link that says “Quick Links.” Hold your mouse over this and then select “Blackboard” from the links listed.
- 3) You will be required to login using your WKU email username (the part before the @) and WKU e-mail password (what you use to access your WKU e-mail).
- 4) After logging in, on the right-hand side of the screen, you will see the course name underlined, Psychology of Women. Click on the course name.
- 5) Now you will see a screen that will have any current announcements in the center. To the left will be a list of menu items on white buttons, such as “Content,” “Tests and Quizzes,” etc. Click on these, depending on what you want to do.

Getting Course Materials

To the syllabus and other documents I might post for the class, click the “Content” link on the far left side.

Accessing Quizzes

To access the quizzes, click the “Tests and Quizzes” link. Chapter quizzes may be taken once from any computer. Quizzes are timed so that book and notes may be minimally used.

No make-ups will be made available. Once you open quizzes, you must finish them.

Quizzes are open book and open notes, about 20 questions, and timed for about 35 minutes to give enough time to finish if you have read and studied in advance.

Quizzes must be taken from a fast Internet connection. If you do not have reliable, fast Internet service at home, quizzes should be taken from a Library or other trusted location.

Discussion Board

To access the discussion board for each day that a post is due, click on the “Discussions” link.

Checking Your Grade

You can check your grade anytime in Blackboard by clicking on the “My Grades” button.

Getting HELP!!

If you are experiencing difficulty with your computer or the internet, please call the WKU IT Help Desk at 270-745-7000. While I am usually your best resource for helping you with Blackboard, I am not a good resource for helping you with technical problems concerning your computer and the way it might be interfacing with Blackboard. **PLEASE read important information on Blackboard that is on the screen immediately after you login, and before you click the name of the class.** There is a box in the middle of the screen that tells you which web browsers work best for Blackboard (Web Browser recommendations). Most technical problems can be solved by changing browsers. Ironically, some newer browsers do not work well with Blackboard—so check. It is your responsibility to solve technical problems by contacting the IT Help Desk. Technical problems are not an acceptable reason for not completing something on time.

The Course Schedule and Due Dates - Due dates for assignments will be listed with each assignment and on the syllabus. In general, we will be covering more than a chapter a day. There will be a "window" for each chapter's due date to allow some flexibility along with structure to keep us on pace for completion of the course.

All assignments are due by the end of the last due date (11:59 p.m.) Central Standard Time. Due dates/times indicate the last point at which I will accept discussion posts, quizzes, and assignments. **Assignments and quizzes may always be submitted early. Late assignments will NOT be accepted and you will earn a 0.** Assignments should be posted to Blackboard in the designated areas. Links for assignments/activities will be disabled once the due date/time has expired. Once the link disappears, you will no longer have access to the activity/assignment.

What happens if bad weather, severe outages, etc. interrupts the usual class activities?

In the event of an emergency local to you (but not to me or vice versa) that results in loss of connection (a technology breakdown, tornado, storm, earthquake, etc.) do your best to contact me by any means once it is reasonable to do so (phones, postal mail, email). Similarly, severe illness/hospitalization or death in immediate family can be an extenuating circumstance, and adjustments can be made to the course timing. Continue to keep up with the readings and any activities possible, and we will discuss options.

GRADING

Requirements	Points
Quizzes	240 (12 @ 20 points each)
Applied Activities	60 (2 @ 30 points each)
Reviving Ophelia Paper	40 points
Discussion Board	60 (12@ 5 points each)
Total:	400 points

Grade	Points
A (90%)	360-400
B (80%)	320-359
C (70%)	280-319
D (60%)	240-279
F	<240

STUDENTS WITH DISABILITIES

Students with disabilities who require accommodations for this course must contact the Office for Student Disabilities (OFSDS), Room A200, Downing University Center, phone: 745-5004. A letter is needed from the OFSDS for instructors to grant requests for accommodations.

COURSE SCHEDULE

Dates listed are the LAST date by which work should be done.

Discussion Board Posts are due Wednesdays by midnight.

Quizzes are due Fridays by midnight.

Papers are due Fridays by midnight.

Week 1

August 25-29

- Read Syllabus, more than once (it covers a lot of material)
- E-mail me with any questions about the syllabus
- Read Chapter 1 (Yoder), The Power of Difference; Chapter 1 (Pipher), Saplings in the Storm
- Discussion Board #1 due 8/27
- Quiz #1 Due 8/29

Week 2

Sept 1-5

- Read Chapter 2 (Yoder), Transforming Psychology: There's No Turning Back
- Discussion Board #2 due 9/3
- Quiz #2 due 9/5

Week 3

Sept 8-12

- Read Chapter 3 (Yoder), Sex & Gender & Sexuality
- Discussion Board #3 due 9/10
- Quiz #3 due 9/12

Week 4

Sept 15-19

- Read Chapter 4 (Yoder), Growing Up; Chapter 2 (Pipher), Theoretical Issues
- Discussion Board #4 due 9/17
- Quiz #4 due 9/19

Week 5

Sept 22-26

- Read Chapter 5 (Yoder), Changes Across the Life Course; Chapter 3 (Pipher), Developmental Issues
- Discussion Board #5 due 9/24
- Quiz # 5 due 9/26

Week 6

Sept 29 – Oct 3

Fall Break Oct 2-3

- Applied Activity Paper #1 Due by 10/1

Week 7

Oct 6-10

- Read Chapter 6 (Yoder), Individuals and Social Contexts

- Discussion Board #6 due 10/8
- Quiz # 6 due 10/10

Week 8

Oct 13-17

- Read Chapter 7 (Yoder), Sexism
- Discussion Board #7 due 10/15
- Quiz # 7 due 10/17

Week 9

Oct 20-24

- Read Chapter 8 (Yoder), Women's Multiple Roles; Chapters 5 & 6 (Pipher), Mothers and Fathers
- Discussion Board #8 due 10/22
- Quiz #8 due 10/24

Week 10

Oct 27-31

- Read Chapter 9 (Yoder), Multiple Roles Continued
- Discussion Board #9 due 10/29
- Quiz # 9 due 10/31

Week 11

Nov 3-7

- Read Chapter 10 (Yoder), Women's Bodies; Chapter 9 (Pipher), Worshipping the Gods of Thinness
- Discussion Board #10 due 11/5
- Quiz # 10 due 11/7
- Applied Activity Paper #2 Due by 11/7

Week 12

Nov 10-14

- Read Chapters 11 (Yoder), Women's Physical Health and Well-Being, and 12 (Yoder), Women's Mental Health and Well-Being
- Discussion Board #11 due 11/12
- Quiz #11 due 11/14

Week 13

Nov 17-21

- Read Chapter 13 (Yoder), Male Violence Against Girls and Women; Chapter 11 (Pipher), Sex and Violence
- Discussion Board #12 due 11/19
- Quiz # 12 due 11/21

Week 14

Nov 24-28

Thanksgiving Break Nov 26-28

- No assignments due this week

Week 15

Dec 1-5

- Reviving Ophelia Assignment Due by 12/5
- **Graduate Student Papers Due via Email to the Instructor by Midnight on 12/5**

Week 16

Dec 8-12

Finals Week

Course completed!

Office of the Registrar

COURSE INVENTORY FORM☒ **Course Revisions**

Note: If course revision affects subject area, course number, or course title, complete both #1 and #2, and any other proposed changes.

If course revision does not affect subject area, course number, or course title, complete #1, and any proposed changes ONLY.

1. **Identification of Existing Course** Existing Subject Area MUS
Existing Course Number 519
Existing Course Title CONDUCTING SEMINAR
2. **Identification of Proposed Course** Proposed Subject Area
Proposed Course Number
Proposed Official Course Title
Proposed Abbreviated Title
3. **First effective term for course revision** (e.g. Spring 2012=201210, Fall 2012=201230) 201510
4. **Offering Unit** (See Table of Code Values.) College AR Department MUS

Course Revisions: Check box at left and complete only those items that are being changed. Leave other items blank.

- ☐ 5. **Credit Hours** Fixed Credit Hours: Variable Credit Hours ☐
- ☐ 6. **Repeat Limit** (See instructions.) **Total Maximum Hours** (See instructions.)
- ☐ 7. **Grading** (Check all that apply.) ☐ Standard Letter Grading ☐ Pass/Fail Only ☐ No Grade
☐ In Progress – IP (course is intended to span more than one term)
- ☐ 8. **Schedule Type** (See Table of Schedule Types.)
- ☐ 9. **Corequisites** (courses required to be taken **concurrently** with this course)
Subject Area Course Number Subject Area Course Number Subject Area Course Number
- ☐ 10. **Equivalent Courses** (Include South Campus [C suffix] courses and other equivalent courses.)
Subject Area Course Number Subject Area Course Number Subject Area Course Number
- ☒ 11. **Prerequisites** (See instructions.)
Subject Area Course Number Subject Area Course Number Subject Area Course Number
- ☐ Other Delete MUS 518 as a pre-requisite
- ☐ 12. **Course Attribute** ☐ Honors Course ☐ Developmental Course
- ☐ 13. **Course Restrictions** ☐ Include/☐ Exclude College College Major Major Classification
- ☐ 14. **Course Description** (Indicate exactly as it should appear in the University Catalog. Include pertinent special information, e.g., course fees, pass/fail grading, field trips, transportation requirements, etc.)

Office of the Registrar Use

UCC _____ University Senate _____ CIP _____ Course Desc _____

Graduate Council _____ Provost _____ Banner Data _____ Evaluate _____

MUS 519

Graduate Choral Seminar

Semester B: Small Forms

Professor:

Dr. Paul Hondorp
paul.hondorp@wku.edu
MH 208 • 745.5923

Office Hours:

MW 10:30 – 11:30;
T TH 9:30 am – 10:30 am;
or by appointment
MRH 208

Course Description

This course is designed to serve as a core component of the conducting track for the Master of Music degree. Topics covered in this course will serve to develop the complete conductor and will include: choral literature, analytical score study, vocal diction

Course Objectives

- ❖ Student will survey choral music literature through exploration of representative examples of choral mass settings from the Renaissance to present day
- ❖ Students will recognize, by sound, representative scores from each period
- ❖ Student will be aware of critical compositional techniques, terminology and treatises through the selected repertoire studies
- ❖ Students will develop critical analytical and score study skills on the chosen repertoire
- ❖ Student will demonstrate knowledge of the principles of vocal diction utilizing the international phonetic alphabet (IPA) with selected literature
- ❖ Students will demonstrate language competencies sufficient to understand texts in the repertory

Evaluation

- ❖ Assignments (25%)
- ❖ Literature project
 - Written (20%)
 - Class presentation of findings (20%)
- ❖ Final exam (25%)
- ❖ Final Binder (10%)

Required text and materials

- ❖ Shrock, Dennis. Choral Repertoire. Oxford Publishers, 2010.
- ❖ Scores and additional materials as distributed in class

Recommended texts:

- ❖ Moriarty, John. Singer's Diction.
 - ❖ Jeffers, Ron (ed.) Translations and Annotations of Choral Repertoire (in 3 volumes)
-

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A-200. The phone number is (270) 745-5004.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Plagiarism Statement

Student work may be checked using plagiarism detection software. See the WKU catalog for all types of Academic Dishonesty.

**Revise a Program
(Action)**

Date: 8/5/2014

College: Potter College of Arts and Letters (PCAL)

Department: Department of Music

Contact Person: Robyn Swanson

E-mail: robyn.swanson@wku.edu

Phone: 270-745-5925

1. Identification of program:

1.1 Reference number: 0453

1.2 Program title: Master of Music

Two concentrations: **(MUTL) Teacher Leader and (MUCT) Conducting/Teacher Leader**

2. Proposed change(s):

2.1 ☐ title:

2.2 ☐ admission criteria:

2.3 ☒ curriculum: Revision of the alignment of music education course work in the Master of Music Teacher Leader concentrations to the 2014 revised Master of Arts in Education Teacher Leader Program.

2.4 ☐ Other:

3. Detailed program description:

Existing Program	Revised Program
Master of Music in Music Education Teacher Leader Program (30 hour program) Admission Requirements: Students seeking admission to the graduate program apply to the program through the Office of Graduate Studies. <i>(Criteria vary, depending on the student's undergraduate institution and GPA):</i> 1. No GRE qualifying score will be required for applicants who are graduates of a WKU teacher preparation program, as long as they have or are eligible for a teaching certificate in Music. A copy of the certificate or statement of eligibility must be submitted with the application. 2. Applicants who have undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum of 2.75 GPA for all previous coursework (undergraduate and graduate) and have or are eligible for a teaching certificate in Music. A copy of the certificate or statement of eligibility must be submitted with the	Master of Music in Music Education Teacher Leader Program (30 hour program) Admission Requirements: Students seeking admission to the graduate program apply to the program through the Office of Graduate Studies. <i>(Criteria vary, depending on the student's undergraduate institution and GPA):</i> 1. No GRE qualifying score will be required for applicants who are graduates of a WKU teacher preparation program, as long as they have or are eligible for a teaching certificate in Music. A copy of the certificate or statement of eligibility must be submitted with the application. 2. Applicants who have undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum of 2.75 GPA for all previous coursework (undergraduate and graduate) and have or are eligible for a teaching certificate in Music. A copy of the certificate or statement of eligibility must be submitted with the application.

<p>application.</p> <p>3. Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher and have or be eligible for a teaching certificate in Integrated Music, Instrumental Music or Vocal Music. A copy of the certificate or statement of eligibility must be submitted with the application.*</p> <p><i>Department of Music Admission Requirements:</i></p> <p>1) Prior to entrance: Audition on primary instrument or voice</p> <p>2) Prior to completion of 9-12 graduate hours: students are required to take placement exams in music theory and music history</p> <p>Minimal Criteria for Curriculum Development</p> <p>When a student is approved to enter the Rank II (MM/TL) program, the individual will be enrolled in TCHL 500 and will meet with the music program advisor to design the program of study. The Master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30 hours related to Kentucky Teacher Standards and professional goals.</p> <p><u>(Level 1) Professional Education Core—15 hrs</u></p> <table border="0"> <tr> <td>TCHL 500 Foundations of Teacher Leadership</td> <td>3 hrs</td> </tr> <tr> <td>MUS 509* Music Curr. in the Elementary and Middle Schools</td> <td>3 hrs</td> </tr> <tr> <td>MUS 514* Secondary Music Curr.</td> <td>3 hrs</td> </tr> <tr> <td>MUS 625 Graduate Capstone Project (Action Research Project) or TCHL 560: Action Research for Teacher Leaders</td> <td>3 hrs</td> </tr> </table> <p>*Competencies included in TCHL 530, 540, 544, 548, 550, 554, and 558 are embedded in MUS 509 & 514. Students enrolled in MUS 509 will have opportunities to interact with students in the TCHL 530 course; those</p>	TCHL 500 Foundations of Teacher Leadership	3 hrs	MUS 509* Music Curr. in the Elementary and Middle Schools	3 hrs	MUS 514* Secondary Music Curr.	3 hrs	MUS 625 Graduate Capstone Project (Action Research Project) or TCHL 560: Action Research for Teacher Leaders	3 hrs	<p>3. Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher and have or be eligible for a teaching certificate in Integrated Music, Instrumental Music or Vocal Music. A copy of the certificate or statement of eligibility must be submitted with the application.*</p> <p><i>Department of Music Admission Requirements:</i></p> <p>1) Prior to entrance: Audition on primary instrument or voice</p> <p>2) Prior to completion of 9-12 graduate hours: students are required to take placement exams in music theory and music history</p> <p>Minimal Criteria for Curriculum Development</p> <p>When a student is approved to enter the Rank II (MM/TL) program, the individual will be enrolled in TCHL 500 and will meet with the music program advisor to design the Program of Study. The Master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30 hours related to Kentucky Teacher Standards and professional goals.</p> <p><u>(Level 1) Professional Education Core—15 hrs</u></p> <table border="0"> <tr> <td>TCHL 500 Foundations of Teacher Leadership</td> <td>3 hrs</td> </tr> <tr> <td>MUS 509* Music Curr. in the Elementary and Middle Schools</td> <td>3 hrs</td> </tr> <tr> <td>MUS 514* Secondary Music Curr.</td> <td>3 hrs</td> </tr> <tr> <td>MUS 625 Graduate Capstone Project (Action Research Project)</td> <td>3 hrs</td> </tr> </table> <p>*Competencies included in TCHL 530, TCHL 545 and TCHL 555 are embedded in MUS 509 & 514. Students enrolled in MUS 509 will have opportunities to interact with students in the TCHL 530 course; those enrolled in MUS 514</p>	TCHL 500 Foundations of Teacher Leadership	3 hrs	MUS 509* Music Curr. in the Elementary and Middle Schools	3 hrs	MUS 514* Secondary Music Curr.	3 hrs	MUS 625 Graduate Capstone Project (Action Research Project)	3 hrs
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MUS 514* Secondary Music Curr.	3 hrs																
MUS 625 Graduate Capstone Project (Action Research Project)	3 hrs																

enrolled in MUS 514 will have opportunities to interact with students in the ~~TCHL 558~~ course.

MUS 512* Music Education Workshop 3 hrs
(1-3 hours with a maximum of 6) Additional workshop hours will count under electives.
*MUS 512 is a required course. Competencies included in ~~TCHL 550, 554, and 558~~ are embedded in MUS 512. Students enrolled in MUS 512 will have opportunities to interact with students enrolled in the ~~TCHL courses 550 & 554.~~

Students will be afforded the opportunity to demonstrate proficiency in those competencies associated with TCHL 530, ~~540, 544, 548, 550, 554, and 558.~~ Those students demonstrating proficiency would not be expected to complete learning outcomes related to those competencies and accompanying critical performances in MUS 509, 512 and 514. They would be provided with advanced learning experiences associated with the courses or would be permitted to substitute another course. The performances are loaded in the unit's accountability system (E-PASS).

(Level 2) Specialization Component—15 hrs

Advisor-approved elective courses selected from discipline in which student is certified.

Music Core Content 12 hrs from:

MUS 500 Theory Seminar 3 hrs
MUS 525* Music and Human Experience 3 hrs

MUS 511 Research Methods in Music ~~or~~
~~TCHL 520: Principles of Action Research~~
~~for Teacher Leaders~~ 3 hrs

MUS 530 Music Literature 3 hrs

~~*Competencies associated with TCHL 530 are embedded in MUS 525.~~

Electives: 3 hrs.

Selected from the following:

MUS 518 Advanced Conducting 3 hrs
MUS 538 Ind. Dir. Study/Theory-Lit 3 hrs
MUS 513 Ind. Dir. Study/Music Ed 3 hrs

will have opportunities to interact with students in the **TCHL 555** course.

MUS 512* Music Education Workshop 3 hrs
(1-3 hours with a maximum of 6) Additional workshop hours will count under electives.
*MUS 512 is a required course. Competencies included in **TCHL 555** are embedded in MUS 512. Students enrolled in MUS 512 will have opportunities to interact with students enrolled in **TCHL 555.**

Students will be afforded the opportunity to demonstrate proficiency in those competencies associated with TCHL 530, **545, and 555.** Those students demonstrating proficiency would not be expected to complete learning outcomes related to those competencies and accompanying critical performances in MUS 509, 512 and 514. They would be provided with advanced learning experiences associated with the courses or would be permitted to substitute another course. The performances are loaded in the unit's accountability system (E-PASS).

(Level 2) Specialization Component—15 hrs

Advisor-approved elective courses selected from discipline in which student is certified.

Music Core Content 12 hrs from:

MUS 500 Theory Seminar 3 hrs
MUS 525* Music and Human Experience 3 hrs

MUS 511* Research Methods in Music 3 hrs
MUS 530 Music Literature 3 hrs

***MUS 525 Music and the Human Experience (3 hours)** is a music content course, aligns to competencies in TCHL 530, and is considered a Level 1 education course.

***TCHL 559 Action Research Design (1 hour)** is embedded in MUS 511.

Electives: 3 hrs.

Selected from the following:

MUS 518 Advanced Conducting 3 hrs
MUS 538 Ind. Dir. Study/Theory-Lit 3 hrs
MUS 513 Ind. Dir. Study/Music Ed 3 hrs

<p>MUS 550 Applied Music Secondary 1 hr MUS 553 Applied Music Principal 2 hrs Performing Ensembles: Select 1 hr from the following MUS 540, 541, 544, 545, 547, 548, 549, 571, 574</p> <p>Program Exit Requirements:</p> <p>Graduate Capstone Project Candidates must successfully complete MUS 625- Graduate Capstone Action Research Project or TCHL 560—Action Research for Teacher Leaders and present research results to the Music Education Committee. For the music education capstone project, the committee will use a 4-point scale with specific criteria (4 being high and 1 being low) to grade the project. A passing score of 3 or higher is needed to pass the exam graduation requirement.</p> <p>Oral Comprehensive Exam A comprehensive approach to problem solving in the discipline of music, which includes Historical, analytical and pedagogical applications. A committee of graduate music faculty will assess each candidate's oral exam using a 1(low) to 4 (high) scoring rubric. A passing score of 3 or higher is needed to pass the exam graduation requirement.</p> <p>Master of Music in Conducting Teacher Leader Program (33-36 hour program)</p> <p><u>(Level 1) Professional Education Core-15 hrs.</u> TCHL 500 Foundations of Teacher Leadership 3 hrs MUS 509* Music Curr.in the Elementary and Middle Schools 3 hrs MUS 514* Secondary Music Curr. 3 hrs MUS 625 Graduate Capstone Project 3 hrs or TCHL 560: Action Research for Teacher Leaders</p> <p>*Competencies included in TCHL 530, 540, 544, 548, 550, 554, and 558 are embedded in</p>	<p>MUS 550 Applied Music Secondary 1 hr MUS 553 Applied Music Principal 2 hrs Performing Ensembles: Select 1 hr from the following MUS 540, 541, 544, 545, 547, 548, 549, 571, 574</p> <p>Program Exit Requirements:</p> <p>Graduate Capstone Project Candidates must successfully complete MUS 625- Graduate Capstone Action Research Project and present research results to the Music Education Committee. For the music education capstone project, the committee will use a 4-point scale with specific criteria (4 being high and 1 being low) to grade the project. A passing score of 3 or higher is needed to pass the exam graduation requirement.</p> <p>Oral Comprehensive Exam A comprehensive approach to problem solving in the discipline of music, which includes Historical, analytical and pedagogical applications. A committee of graduate music faculty will assess each candidate's oral exam using a 1(low) to 4 (high) scoring rubric. A passing score of 3 or higher is needed to pass the exam graduation requirement.</p> <p>Master of Music in Conducting Teacher Leader Program (33-36 hour program)</p> <p><u>(Level 1) Professional Education Core-15 hrs.</u> TCHL 500 Foundations of Teacher Leadership 3 hrs MUS 509* Music Curr.in the Elementary and Middle Schools 3 hrs MUS 514* Secondary Music Curr. 3 hrs MUS 625 Graduate Capstone Project 3 hrs</p> <p>*Competencies included in TCHL 530, 545, and 555 are embedded in MUS 509 & 514.</p>
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MUS 509 & 514. Students enrolled in MUS 509 will have opportunities to interact with students in the TCHL 530 course; those enrolled in MUS 514 will have opportunities to interact with students in the ~~TCHL 558~~ course.

MUS 512* Music Education Workshop

3 hrs

MUS 512 is a required course. Competencies included in ~~TCHL 550, 554, and 558~~ are embedded in MUS 512. Students enrolled in MUS 512 will have opportunities to interact with students enrolled in the TCHL courses ~~550 & 554~~.

Students will be afforded the opportunity to demonstrate proficiency in those competencies associated with TCHL 530, ~~540, 544, 548, 550, 554, and 558~~. Those students demonstrating proficiency would not be expected to complete learning outcomes related to those competencies and accompanying critical performances in MUS 509, 512 and 514. They would be provided with advanced learning experiences associated with the courses or would be permitted to substitute another course. The performances are loaded in the unit's accountability system (E-PASS).

(Level 2) Specialization Component- 18-21 hrs

Advisor-approved elective courses selected from discipline in which student is certified.

Major Area – Conducting-6-9 hrs

MUS 518 Advanced Conducting 3 hrs

MUS 519 Conducting Seminar 3 – 6 hrs

Choral Emphasis: 6 hrs

Instrumental Emphasis: 3 hrs

Music Core Content -12 hrs from:

MUS 500 Theory Seminar 3 hrs

MUS 525* Music and the Human Experience 3 hrs

MUS 511 Research Methods in Music 3 hrs

~~Or TCHL 520 Principles of Action Research for Teacher Leaders~~

MUS 530 Music Literature 3 hrs

~~*Competencies associated with TCHL 530 are~~

Students enrolled in MUS 509 will have opportunities to interact with students in the TCHL 530 course; those enrolled in MUS 514 will have opportunities to interact with students in the **TCHL 555** course.

MUS 512* Music Education Workshop 3 hrs

MUS 512 is a required course. Competencies included in **TCHL 555** are embedded in MUS 512. Students enrolled in MUS 512 will have opportunities to interact with students enrolled in the **TCHL 555**.

Students will be afforded the opportunity to demonstrate proficiency in those competencies associated with **TCHL 530, 545 and 555**. Those students demonstrating proficiency would not be expected to complete learning outcomes related to those competencies and accompanying critical performances in MUS 509, 512 and 514. They would be provided with advanced learning experiences associated with the courses or would be permitted to substitute another course. The performances are loaded in the unit's accountability system (E-PASS).

(Level 2) Specialization Component- 18-21 hrs

Advisor-approved elective courses selected from discipline in which student is certified.

Major Area – Conducting-6-9 hrs

MUS 518 Advanced Conducting 3 hrs

MUS 519 Conducting Seminar 3 – 6 hrs

Choral Emphasis: 6 hrs

Instrumental Emphasis: 3 hrs

Music Core Content -12 hrs from:

MUS 500 Theory Seminar 3 hrs

MUS 525* Music and the Human Experience 3 hrs

MUS 511* Research Methods in Music 3 hrs

MUS 530 Music Literature 3 hrs

***MUS 525 Music and the Human Experience (3 hours) is a music content course, aligns to competencies in TCHL 530, and is considered**

<p>embedded in MUS 525.</p>	<p>a Level 1 education course. *TCHL 559 Action Research Design (1 hour) is embedded in MUS 511.</p>
<p>Program Exit Requirements:</p> <p>Graduate Capstone Project Candidates must successfully complete MUS 625- Graduate Capstone Conducting project Student must conduct a concert-length public performance or lecture-recital with an ensemble approved by the conducting faculty which will include program notes. A minimal of grade B must be earned for exit from the degree program.</p> <p>Oral Comprehensive Exam A comprehensive approach to problem solving in the discipline of music, which includes historical, analytical and pedagogical applications. A committee of graduate music faculty will assess each candidate's oral exam using a 1(low) to 4 (high) scoring rubric. A passing score of 3 or higher is needed to pass the exam graduation requirement.</p>	<p>Program Exit Requirements:</p> <p>Graduate Capstone Project Candidates must successfully complete MUS 625- Graduate Capstone Conducting project Student must conduct a concert-length public performance or lecture-recital with an ensemble approved by the conducting faculty which will include program notes. A minimal of grade B must be earned for exit from the degree program.</p> <p>Oral Comprehensive Exam A comprehensive approach to problem solving in the discipline of music, which includes historical, analytical and pedagogical applications. A committee of graduate music faculty will assess each candidate's oral exam using a 1(low) to 4 (high) scoring rubric. A passing score of 3 or higher is needed to pass the exam graduation requirement.</p>

4. Rationale:

Revise the alignment of the education courses in the Master of Arts in Education: Secondary Education for Teacher Leaders (MAE TL) to the equivalent education courses in the Master of Music (MM) Program: Music Education Teacher Leader and Conducting/Teacher Leader concentrations. In 2011, the Kentucky Education Professional Standards Board (EPSB) approved the MM for rank II teacher leader licensure with the alignment of requirements and competencies in music education course work (MUS 509, 512, 514, 525, 511 and 625) to MAE TL courses TCHL 530, 540, 544, 548, 550, 554, 558, 520, 560. The proposed revisions indicates the alignment of the (2014) revisions within the MAE TL program to the existing MM program teacher leader concentrations. No content changes within the required music education course work are necessary to revise the alignment of the MAE TL course work to the MM teacher leader course work.

Spring 2014 approved revisions to the Master of Arts in Education: Secondary Education for Teacher Leaders, Ref. #0435 or Secondary Education minor are as follows:

Revision of TCHL core courses:

-TCHL 540 Classroom Instruction: Instructional Strategies (1 hour), TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour) will be replaced with **TCHL 545 Classroom Instructional Strategies (3 hours).**

-TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student

Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours) will be replaced with **TCHL 555 School and Classroom Assessment (3 hours)**.

-Add new course TCHL 559 Action Research Design (1 hour).

Revision of Specialization Component Requirement:

-TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) will be replaced an advisor-approved content-focused course (3 hours).

Revisions to the Master of Music (MM) Program (MUTL) Teacher Leader and (MUCL) Teacher Leader Concentrations are as follows:

Conducting/Teacher Leader Concentrations are as follows:

-TCHL 545 Classroom Instructional Strategies (3 hours) are embedded in MUS 509 and 514.

-TCHL 555 School and Classroom Assessment (3 hours) embedded in MUS 509, 514, 512.

-Delete TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) because MUS 511 is the content-focused music research course.

-TCHL 559 Action Research Design (1 hour) is embedded in the MUS 511 Research Methods in Music (3 hours).

-Delete TCHL 560: Action Research for Teacher Leaders (3 hours) because MUS 625 Graduate Capstone Project is an equivalent.

-MUS 525 Music and the Human Experience (3 hours) is a music content course, aligns to competencies in TCHL 530 and is considered a Level 1 education course.

5. **Proposed term for implementation:** Spring, 2015

6. **Dates of committee approvals:**

Department of Music	08/19/2014
PCAL Curriculum Committee	09/04/2014
Professional Education Council	
Graduate Council	
University Senate	

**Course Prefix (Subject Area) - Revise
(Information)**

Date: September 2, 2014
College: University College
Department: Diversity and Community Studies
Contact Person: Jane Olmsted; jane.olmsted.wku.edu; x5-5787

1. **Current course prefix:** ISCR
2. **Proposed course prefix:** SRSC
3. **Rationale:** The name of the program for which this is an elective is M.A. Social Responsibility & Sustainable Communities. Initially, the intention was to work through an existing program, i.e., the Institute for Citizenship & Social Responsibility (ICSR), but since then the SRSC has moved into a new department, Diversity & Community Studies, so the rationale for the ICSR no longer applies.
4. **Course numbers to be included under the new course prefix:**

510, 515, 520, 525, 530, 540, 570, 579, 599, 600
5. **Term of implementation:** spring 2015
6. **Dates of notification to committees:**

Department	<u>Aug 22, 2014</u>
College Curriculum Committee	<u>Aug 28, 2014</u>
Professional Education Council (if applicable)	<u>N/A</u>
Graduate Council	<u> </u>
University Senate	<u> </u>

Office of the Registrar

COURSE INVENTORY FORM

☒ Course Revisions

Note: If course revision affects subject area, course number, or course title, complete both #1 and #2, and any other proposed changes.

If course revision does not affect subject area, course number, or course title, complete #1, and any proposed changes ONLY.

1.	Identification of Existing Course	Existing Subject Area	<div style="border: 1px solid black; padding: 2px;">ICSR</div>
	Existing Course Number		<div style="border: 1px solid black; padding: 2px;">590</div>
	Existing Course Title		<div style="border: 1px solid black; padding: 2px;">SUSTAINABILITY SYMPOSIUM</div>
2.	Identification of Proposed Course	Proposed Subject Area	<div style="border: 1px solid black; padding: 2px;">SRSC</div>
	Proposed Course Number		<div style="border: 1px solid black; padding: 2px;">590</div>
	Proposed Official Course Title		<div style="border: 1px solid black; padding: 2px;">SUSTAINABILITY SYMPOSIUM</div>
	Proposed Abbreviated Title		<div style="border: 1px solid black; padding: 2px;">SUSTAINABILITY SYMPOSIUM</div>

3.	First effective term for course revision (e.g. Spring 2012=201210, Fall 2012=201230)	<div style="border: 1px solid black; padding: 2px;">201510</div>
4.	Offering Unit (See Table of Code Values.)	College <div style="border: 1px solid black; padding: 2px;">IS</div> Department <div style="border: 1px solid black; padding: 2px;">DCS</div>

Course Revisions: Check box at left and complete only those items that are being changed. Leave other items blank.

<input type="checkbox"/>	5. Credit Hours	Fixed Credit Hours: <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>	Variable Credit Hours <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>	
<input type="checkbox"/>	6. Repeat Limit (See instructions.)	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>	Total Maximum Hours (See instructions.)	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>
<input checked="" type="checkbox"/>	7. Grading (Check all that apply.)	<input checked="" type="checkbox"/> Standard Letter Grading <input type="checkbox"/> Pass/Fail Only <input type="checkbox"/> No Grade <input type="checkbox"/> In Progress – IP (course is intended to span more than one term)		
<input type="checkbox"/>	8. Schedule Type (See Table of Schedule Types.)	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>
<input type="checkbox"/>	9. Corequisites (courses required to be taken concurrently with this course)			
	Subject Area	Course Number	Subject Area	Course Number
	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>
<input type="checkbox"/>	10. Equivalent Courses (Include South Campus [C suffix] courses and other equivalent courses.)			
	Subject Area	Course Number	Subject Area	Course Number
	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>
<input type="checkbox"/>	11. Prerequisites (See instructions.)			
	Subject Area	Course Number	Subject Area	Course Number
	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>
	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> Other <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>			
<input type="checkbox"/>	12. Course Attribute	<input type="checkbox"/> Honors Course <input type="checkbox"/> Developmental Course		
<input type="checkbox"/>	13. Course Restrictions	<input type="checkbox"/> Include/ <input type="checkbox"/> Exclude College <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> College <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> Major <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> Major <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> Classification <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>		
<input type="checkbox"/>	14. Course Description (Indicate exactly as it should appear in the University Catalog. Include pertinent special information, e.g., course fees, pass/fail grading, field trips, transportation requirements, etc.)			
	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>			

Office of the Registrar Use

UCC _____	University Senate _____	CIP _____	Course Desc _____
Graduate Council _____	Provost _____	Banner Data _____	Evaluate _____

ICSR 590 Sustainability Symposium
Capstone for the M.A.
in Social Responsibility & Sustainable Communities
Dr. Jane Olmsted
Online Spring 2014

Phone: 270.745-5787
Office: Women's Studies Center, 1532 State St., between EST and the Int'l Center
Office Hours: by appointment; I'm here most of the time between 8-4:30, with meetings scheduled irregularly. You'll find me very accessible.

Course Materials

1. Community: Kentucky: Robert Murray & Roger Bruckner, *Trapped: The Story of Floyd Collins* (UPK, 1982: 978-0813101538)
2. Environment: Alan Weisman, *The World without Us*. Picador (2008) 978-0312427900.
3. Social Justice: Angela Davis, *The Meaning of Freedom: And Other Difficult Dialogues* (City Lights Publ., 2012: 978-0872865808)

Course Description

ICSR 590 Sustainability Symposium is the culminating requirement of the M.A. degree in Social Responsibility and Sustainable Communities (SRSC). During the online portion of the course, we will use Discussion Board to explore the three themes of the SRSC—social justice, environmental sustainability, and community. You will also prepare your Comprehensive Exam Reading List (non-thesis) as well as your symposium essay and presentation. The on-site portion (includes experiences in Mammoth Cave and Bowling Green—Gasper River Retreat Center and at the Refugee Center) runs from May 12-17 and concludes with a symposium, at which you will present your paper.

Students completing ICSR 590 will demonstrate that they can

- critique relevant readings in class discussion and reflection;
- analyze the ways in which environment, "place," and community intersect, through site visits and reflective writing;
- engage in a real-world "intentional community" with their cohort;
- present their SRSC research in a professional manner, at a closing on-campus symposium.

University Policies

Plagiarism Do not, do not copy from the internet (or anywhere else) and then paste it into a post or paper as if it were your own writing. All students are

expected to follow the WKU Student Code of Conduct, completing homework and papers independently unless instructions specify otherwise. I electronically check all assignments for plagiarism. All sources of information are to be appropriately cited to avoid any gray areas. Anyone turning in plagiarized work or cheating on exams will receive an F for the assignment(s), perhaps for the course, and will be reported to the Office of Judicial Affairs. For further information, see the Student Handbook.

ADA Notice Students with disabilities who require accommodations (academic and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room A200, Downing University Center. The OFSDS telephone number is (270) 745-5004 V/TDD. Please do not request accommodations directly from the instructor without a letter of accommodation from the Office for Student Disability Services.

Grading

Discussion Board (30 points x 8 of 9 weeks)	240
Skype Db groups	80
Workshop Contributions (feedback)	80
Online and Residency process work	600
Preparation of Comps Reading List	---
Preparation of Symposium Essay	---
Preparation of Symposium Presentation	---

Expectations for online Portion of the Course

Discussion Board I have very specific requirements for Db—but they’re straightforward: demonstrate that you’ve done the reading by referring to it in critical and reflective ways (“critical” does not mean negative; it means you recognize nuance, contradiction, difficulty, and can cite specific passages); seek the “truth” the writer is trying to get across, relate it to your own knowledge (personal and learned in the SRSC), but do not let discussion devolve into personal anecdote at the expense of engagement with the reading; cite correctly (see quoting guidelines and Db guidelines in Course Info).

Once for each book (total three times) you’ll need to meet by Skype with two other students. Your group will determine the meeting time. The purpose is to discuss the week’s reading and to come up with 1) one question for the group; 2) one passage that you interpret differently or disagree on; and 3) one response to the author—an answer to a question he or she poses or a claim made, and so on. Each member of the group should present one of these in Discussion Board.

To save time, I've created the three groups so that you're with different people each time (or most times):

<u>Freedom</u>	<u>World</u>	<u>Trapped</u>
Jac	Jac	Jac
Stephanie	Emily	Cara
Kristy	Kristen	Wendy
Amanda	Bev	Flo
Emily	Stephanie	Stephanie
Cara	Wendy	Rebecca
Bev	Flo	Kristy
Kristen	Cara	Bev
Wendy	Amanda	Amanda
Flo	Rebecca	Kristen
Rebecca	Kristy	Emily

Workshops	You'll have the opportunity to give feedback to others' Comps or Symposium Essays (for those writing a thesis), as well as to recorded "draft" presentations.
Symposium	Ungraded but part of the class structure, you will prepare your reading list for Comps, unless you are pursuing the thesis option. A second project is preparation of your Comps/Symposium essays, regardless of whether you are writing a thesis. Finally, you'll prepare a professional presentation (Ppt, Prezi) and record yourself delivering it. See the Student Handbook on the SRSC site (Student Resources) for more.
Process Work	This is a general category for the enthusiasm, effort, and conscientiousness with which you throw yourself into all assignments, preparing for the residency, group work, reading and discussion, problem-solving, community building, and living together.

Course Schedule

We have three weeks for each of the three primary texts. Supplemental readings and films will be listed under Week by Week and posted in Course Docs.

Week of	Activities	What's due?
January 27-31	Introduction to the course; goals/expectations; Berry NEH Lecture; Walker "Democratic Womanism" (Course Docs)	Introductions: interviews in pairs; Db (1500 words)
February 3-7	Excerpts <i>The Spirit Level</i> ; Arundati Roy's <i>We</i>	Db (1500 words)

February 10-14	A. Davis, <i>The Meaning of Freedom</i> Foreward, #s 1-5	Db (1500 words)
February 17-21	A. Davis, <i>The Meaning of Freedom</i> , #s 7-12	Db (1500 words)
February 24-28	A. Weisman, <i>The World without Us</i>	Db (1500 words)
March 3-7	A. Weisman, <i>The World without Us</i>	Db (1500 words)
March 10-14	Spring Break	<i>nada</i>
March 17-21	Work Week; finalizing reading lists	Reading Lists due
March 24-28	Murray & Bruckner, <i>Trapped</i>	Db (1500 words)
Mar 31-April 4	Murray & Bruckner, <i>Trapped</i>	Db (1500 words)
April 8-12	Work Week (symposium essays)	
April 13-17	Writing workshops (half class)	Drafts of Essays due
April 21-25	Writing workshops (half class)	Drafts of Essays due
April 28-May 2	Work week; Symposium Week planning	<i>Db as needed</i>
May 5-9	Presentations due	Respond to at least two other presentations
May 16	Arrival by 1:00pm in Bowling Green; flights must arrive in Nashville by 11:30am; Opening meeting 1:00-3:00 at Carroll Knicely Center. Graduation Friday, May 10, 5:00pm. Evening open. Must remain through concluding event, the evening of 5/23/2013.	1 week at WKU and nearby communities. See the Schedule (separate document).

Expectations for Residency, Week of May 16-23

I don't anticipate that these expectations need to be spelled out, but let me mention a few guiding principles.

1. This is your capstone experience: as such you are asked to bring to bear all that you've learned over the past two years, about social justice, community, and sustainability.
2. Some of you have never met any of your cohort f2f, and none of you has met everyone. We will be living together 24/7 for a week, following what I hope will be a positive community-building experience online. You will have to sacrifice some comfort, though every effort has been made to ensure that your needs are met. You will have to swallow aversion on occasion, or pet ways of behaving, for the "greater good." If there is conflict, don't suffer in silence; however, we must agree from the outset that we can and will enact the best practices of community living. Avoid gossip. Be direct and honest. *Always assume good intentions*. Share concerns with me and Dr. Kerby. If you have special needs, let me know at once.
3. My mode of teaching is to have high expectations, to reward those who meet and exceed them (which offers its own rewards), to help those who ask for it, and to

believe that all my students are capable of surprising and inspiring me, for which I am always grateful.

During this week we will be living with each other in close proximity. Please be prepared to share space and to make the most out of our time together. Our lodgings range from

- elegant (Staybridge Hotel in Bowling Green), where we have reserved suites—I need to know what sleeping arrangements you require (the suites allow for three people to share two rooms) and if you live in BG, whether you want a room or will stay at home.
- to simple and private (Hamilton Valley at Mammoth Cave), where we have separate rooms in a dormitory; you'll need your own pillow, sheets, and towel. Camping is also an option.
- to simple and shared (Gasper River Retreat Center), where there are eight-ten bunks to a room. For those of you who want to camp and who are traveling to BG in cars, please bring your camping equipment, which we'll transport for you once you're here. We'll need some campers for this site.

Additional information:

- We'll provide you with a list of things to bring, probably in April.
- Plan on turning off your cell phones except during breaks.

Revise a Program (Action)

Date: September 2, 2014
 College: University College
 Department: Diversity and Community Studies
 Contact Person: Jane Olmsted; jane.olmsted.wku.edu; x5-5787

1. Identification of program:

- 1.1 Reference number: 0448
- 1.2 Program title: M.A. in Social Responsibility & Sustainable Communities

2. Proposed change(s):

- 2.1 ☐ title:
- 2.2 ☐ admission criteria:
- 2.3 ☒ curriculum:
- 2.4 ☐ other:

3. Detailed program description:

<p>The MA in Social Responsibility and Sustainable Communities is comprised of a thesis and a non-thesis option. Both options require 18 hours of Core Courses plus electives, and including the thesis option, for a total of 33 hours; students are required to be in attendance during the campus-based ICSR 590 Sustainability Symposium.</p> <p>Required Core Courses (18 hours): ICSR 510 Perspectives on Social Justice ICSR 520 Community-Based Research ICSR 530 Social Justice & Social Policy ICSR 540 Community-Building for Sustainability LEAD 500 Effective Leadership Studies ICSR 590 Sustainability Symposium</p> <p>Students may choose to write a thesis for six hours of credit (ICSR 599), or to complete six hours additional electives for a non-thesis option.</p> <p>Elective Courses offered online (15 hours for non-thesis option, 9 hours for thesis option, with no more than 12 hours in any one discipline). Other courses offered may be</p>	<p>The MA in Social Responsibility and Sustainable Communities is comprised of a thesis and a non-thesis option. Both options require 18 hours of Core Courses plus electives, and including the thesis option, for a total of 33 hours; students are required to be in attendance during the campus-based ICSR 590 Sustainability Symposium.</p> <p>Required Core Courses (18 hours): SRSC 510 Perspectives on Social Justice SRSC 520 Community-Based Research SRSC 530 Social Justice & Social Policy SRSC 540 Community-Building for Sustainability LEAD 500 Effective Leadership Studies SRSC 590 Sustainability Symposium</p> <p>Students may choose to write a thesis for six hours of credit (SRSC 599), or to complete six hours additional electives for a non-thesis option.</p> <p>Elective Courses offered online (15 hours for non-thesis option, 9 hours for thesis option, with no more than 12 hours in any one discipline). Other courses offered may be</p>
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eligible as electives, with approval of advisor:	eligible as electives, with approval of advisor:
AMS 630 Legal & Ethical Issues in Technology BA 510 Advanced Organizational Behavior COM 528 Communication in Nonprofit GEOS 587 Environmental Law, Regulations and Policy GEOG 474G Environmental Planning GERO 501 Perspectives in Aging GERO 502 Policy Foundations of Aging Services GERO 503 Development & Change of Aging Programs GERO 504 Current Issues in Aging GERO 511 Global Aging GWS 545 Feminist Knowledge & Social Change GWS 535 Roots of Feminism GWS 555 Global & Multicultural Perspectives on Women GWS 575 Justice, Gender, and Sustainability GWS 625 Women & Leadership HIST 505 Cultural Diversity in American History HIST 530 American Civil Rights Movement ICSR 515 Utopias, Dystopias, & Intentional Communities ICSR 525 Place & the Problem of Healing LEAD 525 Leadership Ethics PH 584 Principles of Environmental Health SOCL 470G Environmental Sociology SOCL 525 Survey of Criminal Justice Studies SOCL 534 Neighborhoods and Crime SOCL 538 Victimology SOCL 542 Community SOCL 546 Gender, Crime and Justice SOCL 548 Race, Class, and Crime SOCL 572 Environmental Criminology SWRK 510 Human Behavior in Social Environments SWRK 530 Foundations of Social Welfare Policy SWRK 630 Advanced Rural Welfare Policy	AMS 630 Legal & Ethical Issues in Technology BA 510 Advanced Organizational Behavior BA 545 Survey of Business Sustainability Issues BA 546 Sustainable Business Operations BA 547 Sustainability, Innovation, & Entrepreneurship GEOS 587 Environmental Law, Regulations and Policy GEOG 474G Environmental Planning GERO 501 Perspectives in Aging GERO 503 Policy Foundations of Aging Services GERO 504 Current Issues in Aging GERO 581 Global Aging GWS 545 Feminist Knowledge & Social Change GWS 535 Roots of Feminism GWS 555 Global & Multicultural Perspectives on Women GWS 575 Justice, Gender, and Sustainability GWS 625 Women & Leadership HIST 505 Cultural Diversity in American History HIST 530 American Civil Rights Movement LEAD 525 Leadership Ethics PH 584 Principles of Environmental Health RSA 560 Issues in Nonprofit Administration RSA 565 Nonprofit Grant Writing & Fundraising SOCL 470G Environmental Sociology SOCL 525 Survey of Criminal Justice Studies SOCL 534 Neighborhoods and Crime SOCL 538 Victimology SOCL 542 Community SOCL 546 Gender, Crime and Justice SOCL 548 Race, Class, and Crime SOCL 572 Environmental Criminology SRSC 515 Utopias, Dystopias, & Intentional Communities SRSC 525 Place & the Problem of Healing SUST 512 Foundations of Sustainability SUST 514 Environmental Justice & Public Spaces SUST 517 Sustainable Places

	SUST 518 Organizational Change for Sustainability SWRK 510 Human Behavior in Social Environments SWRK 530 Foundations of Social Welfare Policy SWRK 630 Advanced Rural Welfare Policy SWRK 678 Environmental justice: Theory, Policy, & Practice
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4. Rationale:

In terms of the change in prefix: The name of the program for which this is an elective is M.A. Social Responsibility & Sustainable Communities. Initially, the intention was to work through an existing program, i.e., the Institute for Citizenship & Social Responsibility (ICSR), but since then the SRSC has moved into a new department, Diversity & Community Studies, so the rationale for the ICSR no longer applies. In terms of the changes in electives, new courses have been added to the WKU graduate offerings that are relevant to the SRSC master's program, or already existing courses have been requested by students or have been determined as relevant, depending on students' particular skill and knowledge needs.

5. Proposed term for implementation: spring 2015

6. Dates of committee approvals:

Department	<u>August 22, 2014</u>
College Curriculum Committee	<u>August 28, 2014</u>
Professional Education Council (if applicable)	<u>N/A</u>
Graduate Council	<u></u>
University Senate	<u></u>

**Revise a Program
(Action)**

Date: September 2, 2014

College: University College

Department: Diversity and Community Studies

Contact Person: Jane Olmsted; jane.olmsted.wku.edu; x5-5787

1. Identification of program:

1.1 Reference number: 0472

1.2 Program title: Global Pathways to Sustainability

2. Proposed change(s):

2.1 ☐ title:

2.2 ☒ admission criteria:

2.3 ☒ curriculum:

2.4 ☐ other:

3. Detailed program description:

The graduate certificate in Global Pathways to Sustainability requires two core courses and three electives, for a total of 15 credit hours. Courses may be taken in any order, but students are encouraged to take the core courses as soon as possible in the certificate program. Electives must include at least one course from each of the following categories. Additional electives may be approved in consultation with the advisor.

Two 3-hour core courses (6 hours)

- 1) SUST 512 Foundations of Sustainability
- 2) SUST 514 Environmental Justice & Public Spaces

Three 3-hour electives (must select at least one from each of three categories):

The graduate certificate in Global Pathways to Sustainability requires two core courses and four electives, for a total of 15 credit hours. Courses may be taken in any order, but students are encouraged to take the core courses as soon as possible in the certificate program. Electives must include at least one course from each of the following three categories. Additional electives may be approved in consultation with the advisor.

Admissions will be based on prior academic performance (transcripts required), a Statement of Interest, resume, and two letters of recommendation affirming the applicant's potential to do well in graduate school. Students already pursuing a WKU master's program need submit only transcripts, statement of interest, and any letters submitted as part of the masters application.

Two 3-hour core courses (6 hours)

- 1) SUST 512 Foundations of Sustainability
- 2) SUST 514 Environmental Justice & Public Spaces

Three 3-hour electives (must select at least one from each category):

<p>1) Social and Human Impact</p> <ul style="list-style-type: none"> a. GWS 575 Gender, Justice & Sustainability b. SRSC 515 Utopias, Dystopias, & Intentional Communities c. SRSC 525 Place & the Problem of Healing d. GERO 581 Global Aging <p>2) Environmental Health and Education</p> <ul style="list-style-type: none"> a. ENVE 560 Investigating and Evaluating Environmental Issues b. ENVE 525 Educating for Sustainability c. PH 584 Principles of Environmental Health <p>3) Policy and Practice</p> <ul style="list-style-type: none"> a. SRSC 520 Community-based Research b. SWRK 678 Environmental Justice: Theory, Policy, & Practice c. SUST 517 Sustainable Places d. SUST 518 Organizational Change for Sustainability 	<p>1) Social and Human Impact</p> <ul style="list-style-type: none"> e. GWS 575 Gender, Justice & Sustainability f. SRSC 515 Utopias, Dystopias, & Intentional Communities g. SRSC 525 Place & the Problem of Healing h. GERO 581 Global Aging <p>2) Environmental Health & Business</p> <ul style="list-style-type: none"> a. BA 545 Survey of Business Sustainability Issues b. BA 546 Sustainable Business Operations c. BA 547 Sustainability, Innovation, & Entrepreneurship d. ENVE 560 Investigating and Evaluating Environmental Issues e. PH 584 Principles of Environmental Health b. ENVE 525 Educating for Sustainability <p>3) Policy and Practice</p> <ul style="list-style-type: none"> a. SRSC 520 Community-based Research b. SWRK 678 Environmental Justice: Theory, Policy, & Practice c. SUST 517 Sustainable Places d. SUST 518 Organizational Change for Sustainability
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4. Rationale:

In terms of the change in Category 2 Environmental Health & Business, ENVE 525 is not yet a permanent course, so it has to be removed. Three new business courses have been added that are appropriate for an interdisciplinary program focused on sustainability. Since the preponderance of courses in that category are now business courses, the category needed some adjustment.

5. Proposed term for implementation: spring 2015

6. Dates of committee approvals:

Department

August 22, 2014

College Curriculum Committee

August 28, 2014

Professional Education Council (if applicable)

Graduate Council

University Senate